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Andrew J. Chandler

DEPARTMENT OF PUBLIC SCHOOLS

CITY AND COUNTY OF SAN FRANCISCO.

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ASTOR, LENOX AND
TILDEN FOUNDATION

SIXTEENTH ANNUAL REPORT

OF THE

Superintendent of Public Schools

FOR THE

SCHOOL YEAR ENDING JUNE 30th, 1869.



SAN FRANCISCO:

PRINTED BY THE COSMOPOLITAN PRINTING COMPANY, 77 CALIF. STREET

1869.

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REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS.

OFFICE OF SUPERINTENDENT OF PUBLIC SCHOOLS, }
San Francisco, June 30, 1869. }

To the Honorable the Board of Supervisors
Of the City and County of San Francisco:

GENTLEMEN—In accordance with law and custom, I have the pleasure of presenting the following Annual Report of the condition of the Public Schools of this city, for the Fiscal Year ending June 30, 1869.

The exhibit of the year should gladden every heart with gratitude, and inspire all with hope and confidence for the future. The annual examination which has just closed has given the most flattering proof of the efficiency and usefulness of the instruction imparted to our youth.

GENERAL STATISTICS.

Number of youth in the city under fifteen years of age, June 30, 1869.....	41,488
Increase for the year.....	1,760
Number of youth in the city between 5 and 15 years of age, who are entitled by law to draw public money.	25,785

Gettin & Co. Printers

Increase for the year.....	2,399	
Whole number of pupils enrolled during the year in all the Public Schools.....		19,885
Increase for the year	2,459	
Average number belonging to all the Public Schools...		14,134
Increase for the year.....	1,453	
Average daily attendance of pupils in all the Public Schools ..		13,113
Increase for the year.....	1,222	
Average daily absence of pupils in all the Schools.....		979
Increase for the year.....	177	
Average percentage of attendance of all the Schools....		.927
Decrease for the year .....	.009	
Percentage of the average number of pupils belonging to the Public Schools on the whole number of youth between 6 and 15 years of age, who are entitled by law to attend the Public Schools .....		.59
Increase for the year.....	.01	
Percentage of the number of pupils enrolled in the Pub- lic Schools during the year, on the whole number of youth between 6 and 15 years of age, who are enti- tled by law to attend the Public Schools .....		.83
Increase for the year .....	.03	
Average number belonging to the High Schools—boys, 114 ⁷ / ₁₀ ; girls, 121 ⁹ / ₁₀ . Total..		236 ³ / ₅
Average daily attendance at the High Schools		232 ³ / ₁₀
Increase for the year	21 ³ / ₁₀	
Percentage of attendance at the High Schools .....		.981
Average number of pupils to each teacher in the High School		25
Average number belonging to the Grammar Schools....		3,359 ⁵ / ₁₀
Increase for the year	261 ³ / ₁₀	
Average daily attendance of the pupils belonging to the Grammar Schools.....		3,171 ⁵ / ₁₀
Increase for the year	206 ⁵ / ₁₀	
Percentage of attendance at the Grammar Schools.....		.944
Average number of pupils to each teacher in the Gram- mar Schools.....		40

STATISTICS.

5

Average daily attendance to each teacher in the Grammar Schools	37
Average number of pupils belonging to the Primary Schools.....	10,219 $\frac{1}{2}$
Increase for the year.....	1,161 $\frac{7}{10}$
Average daily attendance of pupils belonging to the Primary Schools	9,448 $\frac{1}{10}$
Increase for the year.....	979 $\frac{7}{10}$
Percentage of attendance at the Primary Schools.....	.924
Average number of pupils to each teacher in the Primary Schools.....	56
Average daily attendance to each teacher in the Primary Schools.....	48
Highest number of pupils enrolled in the Evening Schools.....	758
Average attendance at the Evening Schools	336
Average number of pupils to each teacher in the Evening Schools.....	42

SCHOOL HOUSES.

Number of school houses for High Schools.....	2
Number of school houses for Grammar Schools.....	9
Class rooms, 94; Halls, 2.	
Number of school houses for Mixed Schools.....	3
Class rooms, 26; Halls, 1.	
Number of school houses for Primary Schools.....	34
Number of class rooms in the Primary School houses..	146
Halls, 1.	
Number of brick school houses owned by the Department.....	8
Number of wooden school houses owned by the School Department	24
Number of school buildings rented by the School Department	13
Number of pupils attending school in rented buildings.	2,076
Amount paid for buildings rented by the School Department	\$7224 85

Number of Primary Schools in Engine Houses	1
--	---

SCHOOLS.

Number of Districts into which the city is divided for school supervision	10
Number of High Schools	2
One for boys and one for girls. Number of classes —boys, 5; girls, 5.	
Number of Grammar Schools	9
3 for girls; 3 for boys, and 3 for boys and girls.	
Number of Grammar Classes	67
Number of mixed Schools	3
Number of Primary Schools for boys and girls	27
Number of Primary Classes	137
Number of Primary Classes taught in Grammar School buildings	34
Number of Evening Schools	3
Number of Evening Classes	17
Whole number of Public Schools of all grades in San Francisco	44

TEACHERS.

Number of teachers in the High Schools	10
Male teachers, 5; female teachers, 5.	
Number of Grammar School teachers	80
Male teachers, 18; female teachers, 62.	
Number of Primary School teachers	214
Number of Evening School teachers	18
Number of special teachers	4
2 teachers of Drawing, and 2 of Music.	

EXPENDITURES.

Total expenses during the year ending June 30, 1869	\$400,842	22
Increase for the year	\$24,440	49
Current expenses of Public Schools, including rents, fuel, books and supplies, lights, employees of the Board, and the teachers' and janitors' sala- ries	325,915	18

STATISTICS.

7

Increase for the year.....	43,964 91	
Teachers' salaries		271,567 09
Increase for the year.....	30,484 00	
Janitors' salaries.....		18,011 85
Increase for the year.....	2,188 00	
Fuel		4,092 26
Decrease for the year	242 42	
Rents		7,224 85
Increase for the year.....	2,922 00	
Valuation of the city property for the Fiscal Year ending June 30, 1869.....	95,000,000 00	
Increase over last year.....	10,000,000 00	
General School Tax for 1868-69, upon every hun- dred dollars' valuation .....		.40
Building Tax for 1868-69, upon every hundred dollars' valuation .....		.05
Total amount of revenue raised by the city for 1868 -69	2,657,946 08	
Increase for the year.....	237,844 77	
Total income of the School Department for 1868-69		459,853 70
Increase for the year.....	119,897 00	
Percentage of the income of the School Department on the whole amount of the revenue of the city, for the Fiscal Year ending June 30, 1869.....		.17 ₁₀

DETAILED STATEMENT OF THE FINANCES OF THE PUBLIC
SCHOOL DEPARTMENT, FOR THE FISCAL YEAR ENDING
JUNE 30, 1869.

SCHOOL FUND 1868-69.—RECEIPTS.

Cash on hand from School Fund of 1867-68.....	\$76 82
From Taxes.....	347,104 93
From Poll Tax	2,186 25
From Dog Tax.....	1,226 00
From State Apportionment.....	65,039 95
From School Exhibitions.....	716 25
Rent of School Property.....	183 50
From Sale of old Building Material.....	21 75
Total Receipts	<u>\$416,555 45</u>

DISBURSEMENTS.

AUDITED DEMANDS UPON THE SCHOOL FUND, 1868-9.

	First Half-year.	Second Half-year.	Totals.
Teachers' Salaries	\$131,588 86	\$139,978 23	\$271,567 09
Janitors' Salaries.....	8,776 72	9,235 13	18,011 85
Marshals and Insurance.....	257 15	.....	257 15
Clerk and Carpenter.....	1,455 00	1,500 00	2,955 00
Lights.....	126 21	833 99	960 20
Water.....	86 66	69 34	156 00
Books and Supplies.....	7,418 69	3,529 24	10,947 93
Rents.....	3,300 85	3,924 00	7,224 85
Fuel.....	2,075 73	2,016 53	4,092 26
Incidentals	907 75	1,415 00	2,322 75
Furniture	94 75	.....	94 75
Repairs.....	227 45	.....	227 45
Improvement of Lots.....	211 00	.....	211 00
Totals	<u>\$156,526 82</u>	<u>\$162,501 46</u>	<u>\$319,028 28</u>

Total demands audited on the School Fund, 1868-69 \$319,028 28
Transfers to Sinking and Interest Funds..... 46,630 50

Total disbursements School Fund \$365,658 78

EXPENDITURES OF THE DEPARTMENT.

9

Cash on hand from School Fund, June 30, 1868.....	\$76 82	
Receipts during the year.....	416,478 63	416,555 45
<hr/>		
Amount to cover deficiency of 1867 -68	34,554 34	
Disbursements 1868-69	365,658 78	400,213 12
<hr/>		
Balance to be transferred to School Fund 1869-70		\$16,342 33
		<hr/>

According to the foregoing statement there is a surplus of \$16,342 33, after paying the deficit of \$34,554.34 of the previous year, to be transferred to the General School Fund of 1869-70. It is with no ordinary feelings of pleasure that I am able to congratulate the citizens and tax-payers upon this favorable exhibit of the financial condition of the School Department. This desirable result is especially gratifying, since there has generally been, at the close of each school year, a large deficit, which has been provided for by issuing bonds or levying a special school tax.

The coming year the entire school fund will be free to meet the rapidly increasing demand for primary school accommodations, which, according to the census just taken, will be greater than ever before.

In accordance with the provisions of an Act of the last Legislature, the Committee on Finance and Auditing is required, during the month of July of each year, to prepare an estimate of all the revenue and disbursements of the School Department for the fiscal year, specifying separately the amount of funds necessary to defray the different items of expenditure for the first half and last half of the school year.

The following statement of the current expenses for the year just closed, will show with what ability and care the Committee discharged this important duty:

COMPARATIVE STATEMENT OF THE ITEMS OF DISBURSEMENT FOR THE YEAR,
WITH THE ESTIMATES OF THE COMMITTEE ON FINANCE AND ACCOUNTING,
MADE AT THE BEGINNING OF THE YEAR 1868.

	Estimate.	Disbursements.	Funds Overdrawn.	Funds Below Estimate.
Teachers' Salaries.....	\$273,000 00	\$271,567 08		\$1,432 91
Janitors' Salaries.....	17,000 00	18,011 85	1,011 85	
Clerk and Carpenter ..	3,000 00	2,955 00		45 00
Lights.....	750 00	950 20	210 20	
Water.....	150 00	156 00	6 00	
Books and Supplies. . .	8,000 00	10,947 93	2,947 93	
Rents.....	7,200 00	7,224 85	24 85	
Fuel.....	5,000 00	4,092 26		907 74
Incidentals.....	2,500 00	2,322 75		177 25
Sundries.....	6,035 66	533 20		5,502 46
Totals.....	\$322,635 66	\$318,771 13	\$4,200 83	\$8,065 36

Total Estimates Fiscal Year 1868-69.....	\$322,635 66
Actual Disbursements, less \$257.15 paid for Marshals.	318,771 13
Amount below Estimate of Committee	<u>\$3,864 53</u>

ESTIMATES FOR 1869-70.

The following is the estimate of the probable receipts and disbursements for the Fiscal Year 1869-70, as per report of the Finance Committee of July, 1869:

SCHOOL FUND.	
From City and County Taxes, estimating the School Tax on \$95,000,000 at 35 cents on each one hundred dollars.....	\$332,500 00
From State Apportionment (estimate of State Super- intendent).....	75,000 00
From all other sources.....	5,000 00
Total	<u>\$412,500 00</u>
To which add cash in Treasury June 30, 1869.....	16,342 33
Total	<u>\$428,842 33</u>

EXPENDITURES OF THE DEPARTMENT.

11

DISBURSEMENTS FOR THE FIRST HALF AND LAST HALF OF THE FISCAL
YEAR 1869-70.

	First Half of the Year.	Last Half of the Year.
Teachers' Salaries (estimated).....	\$158,000 00	\$162,000 00
Janitors' Salaries, ".....	10,600 00	10,600 00
Marshals' Salaries, ".....	2,000 00	.....
Clerk and Carpenter (fixed).....	1,800 00	1,800 00
Light (estimated).....	500 00	500 00
Water, ".....	100 00	100 00
Books and Supplies (estimated).....	7,000 00	5,000 00
Rents, ".....	7,000 00	8,000 00
Fuel, ".....	2,500 00	2,500 00
Incidentals.....	1,251 17	1,251 16
Transfers to Sinking and Interest Fund..	46,340 00	.....
	\$237,091 17	\$191,751 16

Total amount of Revenue.....\$428,842 33
Estimated Expenses..... 428,842 33

The receipts of the coming year are based upon an estimate of the City and County Auditor, and Assessor, that the taxable property will amount to \$95,000,000. Judging from the general ratio of increase of real estate for the last few years, I think the income will exceed rather than fall below the estimate.

According to this report, ample provisions have been made for meeting the current expenses of the Department for the following year. The report has been adopted by the Board of Education, and, in accordance with an Act of the Legislature, it is now a law which is as equally binding upon the Auditor and Treasurer as upon every member of the School Department. The sum of \$320,000 has been set apart for teachers' salaries, and although this is \$48,433 more than was expended for the same purpose last year, yet I am fully convinced that it will be necessary to furnish competent teachers to instruct the rapidly increasing juvenile population of our city.

Owing to this large increase in the current expenses of our public schools, and the annual transfer of \$46,340 for the redemption and payment of the interest on school bonds, the Com-

mittee was unable to make any provision from the General School Fund for furniture and repairs. This is to be regretted, since it will be necessary to draw largely for repairs and improvements upon the Building Fund, which will be nearly all absorbed to meet the liabilities which the Board has already incurred in erecting the Girls' High and Normal School, and the new building at South San Francisco.

SCHOOL BUILDING FUND, 1868-69.

RECEIPTS.

From Taxes during the year..... \$43,375 07

DISBURSEMENTS.

To School Furniture.....	\$8,685 91	
To Carpets, Window Shades and Mats..	1,459 91	
To Stove-pipe, etc.....	3,267 63	
To Cartage.....	927 50	
To Lumber.....	2,193 06	
To Hardware.....	1,036 58	
To Plumbing.....	220 90	
To Roofing, Repairs, etc.....	1,528 35	
To Carpenter work.....	5,108 00	
To Repairs to School houses.....	5,217 60	
To alterations and Repairs to S. Cosmo- politan, Potrero and Union School houses.....	2,538 00	32,183 44
Balance cash on hand June 30, '69.....		<u>\$11,191 63</u>

SCHOOL FUND SPECIAL—FOR BUILDING PURPOSES.

Balance of proceeds of \$275,000 School Bonds issued by an Act of the Legislature March 17, 1866, on hand June 30, 1868:.....	\$6,237 65
Purchase of Lot on Broadway... ..	3,000 00
Balance Cash on hand June 30, 1869.....	<u>\$3,237 65</u>

Total balance to be transferred to the Building Fund
of 1869-70 \$14,429 28

According to this report there is a balance of \$14,429.28 to be added to the Building Fund next year; but this balance has been largely anticipated by the contracts already entered into for the construction of the new school house at South San Francisco, and the Girls' High School building.

The following is an estimate of the receipts and disbursements of the Building Fund for the Fiscal Year 1869-70:

BUILDING FUND.

RECEIPTS.

From Building Tax on \$95,000,000 at five cents on every one hundred dollars.....	\$47,500 00
Cash balance from Building Fund of last year.....	11,191 63
Cash balance from Special School Fund for building purposes	3,237 65
Total.....	<u>\$61,929 28</u>

LIABILITIES AND DISBURSEMENTS ALREADY INCURRED FOR REPAIRS AND
BUILDING PURPOSES.

For purchase of lot at South San Francisco.....	\$2,000 00
For erection of school house at South San Francisco	14,000 00
For completion of colored school house.....	3,000 00
For completion of new building for Girls' High and Normal School.....	30,000 00
For repairs at Washington School building.....	2,500 00
For general repairs and renovations necessary to be made during the June vacation, in order to re-open the schools	3,000 00
Total	<u>\$54,500 00</u>

Total amount of Building Fund for the year.....	\$61,929 28
Deduct the above liabilities.....	54,500 00
	<hr/>
Balance to the credit of the Building Fund...	<u>\$7,429 28</u>

The Committee on Finance and Auditing estimates that the repairs and furniture for the coming year will amount to at least \$30,000. Deduct from this amount the \$7,429.28 to the credit of the fund, after paying the liabilities already incurred, and there will be a deficit of \$22,570.72, which must be provided for by Legislative aid.

DEFICIT IN THE SINKING FUND FOR THE REDEMPTION OF SCHOOL BONDS
OF 1860.

During the year 1860 the Legislature authorized the Board of Education to issue \$75,000 of School Bonds, payable in fifteen years, or sooner, at the option of the Board of Education. The Board of Education decided to make these bonds payable in ten years, which will be on the first of July, 1870. This act provided an annual sinking fund of \$5,000 for the redemption of these bonds, which in ten years would only amount to \$50,000, thus leaving a deficit of \$25,000 in the sinking fund for their redemption in 1870. According to the report of the City Treasurer, this amount has been considerably reduced by the interest accruing from the money loaned to the credit of the Sinking Fund, so that the real deficit will only be \$17,256.29. This sum must be provided for by the next Legislature, as it will be impossible to make any further transfer from the General School Fund without closing the public schools for a portion of the year, a calamity the idea of which ought not to be tolerated for a moment.

BUILDINGS RENTED FOR THE USE OF THE PUBLIC SCHOOLS.

Notwithstanding the large number of school houses which have been erected by the Board of Education within the last three years, yet the Department is now obliged to rent the following buildings, to accommodate the juvenile population who are constantly applying for admission to our public schools:

Drumm-street Primary School, four rooms, 240 pupils; rent, \$100 per month.

Second and Bryant-street Primary School, two rooms, 120 pupils; rent, \$35 per month.

Mission-street Primary School, five rooms, 300 pupils; rent, \$70 per month.

Mission and Mary-street Primary School, five rooms, 300 pupils; rent, \$100 per month.

Eighth-street Primary School, two rooms, 120 pupils; rent, \$25 per month.

Tenth-street School, ten rooms, 550 pupils; rent, \$150 per month.

Mission School, four rooms, 240 pupils; rent, \$51 per month.

Shotwell-street School, three rooms, 180 pupils; rent, \$40 per month.

Hayes Valley School, one room, 60 pupils; rent, \$30 per month.

South San Francisco School, two rooms, 90 pupils; rent, \$20 per month.

Geary-street Cosmopolitan Primary School, four rooms, 200 pupils; rent, \$75 per month.

Mason-street Cosmopolitan Primary School, six rooms, 300 pupils; rent, \$150 per month.

City Training School, in Synagogue on Sutter street, six rooms, 240 pupils; rent, \$150 per month.

Cosmopolitan School, in Turn-Verein Hall, four rooms, 240 pupils; rent, \$100 per month.

Ocean House School, one room, 30 pupils; rent, \$15 per month.

Laguna Honda School, one room, 25 pupils; rent, \$10 per month.

From the above statistics it will be observed that the Board of Education is now compelled to provide accommodations for 3,235 pupils in hired tenements, at a monthly rental of \$1,121.

The Committee on Finance has set apart \$15,000 for rents for the next year, which will be required to furnish accommodations for the large increase of pupils.

Although the Board of Education has obtained the best accommodations which could be procured, yet most of the hired build-

ings are entirely unfit for school purposes. Many of the rooms are in low basements of churches, and are so dark, cold and damp as to be entirely unfit for prison cells. It is therefore cruelty to require sensitive and feeble little children to spend the pleasantest part of their youthful lives in these dismal rooms. But few of these rented buildings have sufficient yard-room for exercise and recreation, which are so essential to the health and happiness of the pupils.

NEW SCHOOL HOUSES REQUIRED.

The large number of children now attending the public schools in unfit rented buildings, at a yearly rental of \$15,000, should convince every tax-payer and friend of education of the immediate necessity of erecting additional school buildings in nearly every part of the city. It is demanded by every consideration of wisdom, economy, and humanity. If the city will furnish the means, superior accommodations could be provided for every child desiring to enter the public schools, at a far less expense in interest on the capital expended, than is now paid for inferior rented buildings. I therefore desire to call especial attention to the following new school houses, which should be erected during the next year:

RINCON GRAMMAR SCHOOL.

A large Grammar School building for girls should be erected as soon as possible, to accommodate the increasing population of the Seventh, Ninth and Tenth Districts. The present building was erected for a primary school; the rooms are, therefore, not large enough to conveniently seat full classes of fifty-four grammar pupils. Four of the classes are now placed in small cottages detached from the main building, which makes it exceedingly inconvenient and disagreeable for teachers and pupils. The crowded condition of the Primary Schools in Rincon District should receive the earliest consideration of the Board of Education. Two hundred and forty pupils are now taught in the Bryant-street Engine-house,—a building totally unfit for school purposes, and from which we may be compelled to remove at any

time. If a new building is erected for the Grammar School of this District, the building now in use will afford ample room for the present for the primary pupils.

TENTH DISTRICT.

A large Primary school house should be erected to relieve the crowded condition of the Primary Schools in this district. In addition to the large number of pupils attending the Lincoln and Fourth-street Schools, the Board has been compelled to rent, at an expense of \$170 per month, two large buildings on Mission street, in which six hundred pupils can be accommodated, and yet there is not room for all who have applied, especially at the Fourth-street School.

TENTH-STREET GRAMMAR SCHOOL.

A large three-story Grammar school house should be erected at once on the school lot on Harrison street, between Tenth and Eleventh streets, to accommodate the seven hundred and twenty pupils now attending school in rented rooms in St. Joseph's Church, on Tenth street, and in two small rooms near the Eighth-street school.

MISSION GRAMMAR DISTRICT.

A new Grammar school building is required to accommodate the increasing juvenile population of this district. The present building is over-crowded, and the Board is obliged to rent in the vicinity four rooms which accommodate two hundred and forty primary pupils.

SHOTWELL-STREET SCHOOL.

A Grammar school building should also be erected immediately for this thriving part of the city. The Department is now required to rent four rooms for the primary classes of this school. According to the census just taken, this neighborhood is increasing more rapidly in youthful population than any other section of the city.

OCEAN HOUSE.

A school house of not less than two class-rooms should be erected for this growing section of the county. The present rented building is so small and badly arranged as to be entirely unfit for school purposes.

COSMOPOLITAN SCHOOL.

Increased accommodations are immediately required for the South Cosmopolitan school. At present the Board is hiring accommodations for about 700 pupils, at a monthly rental of \$325. Most of these rented rooms are in damp basements of churches, and are too dismal and unhealthy for the daily occupation of little children. There are also four classes, at the Turn-Verein Hall, unprovided with yards for play and recreation.

The present Cosmopolitan school buildings, on Post street, are badly arranged for grammar and primary pupils upon the same premises. The lot is not large enough to afford decent yard-room, in consequence of which the Board has rented two adjoining lots for the boys' play-ground, at an extra expense of \$45 per month. I therefore most earnestly recommend that a large and commodious school house be erected for the Grammar Department of this school, upon a suitable lot further distant from the noisy streets of the business portion of the city.

PRESIDIO ROAD.

A Primary building, of not less than four class-rooms, will soon be required near the corner of Devisadero and Union streets, to accommodate this growing section of the city. The Spring Valley building is too far from the centre of the District to accommodate the large number of children living near the Presidio.

HAYES VALLEY.

Increased school accommodations are required for the large number of children applying for admission, in this section of the city. As soon as the Board of Education can obtain sufficient funds the present Hayes Valley school house should be raised,

and four more rooms added to the building, which would accommodate the district for the present.

BOYS' HIGH SCHOOL.

The present building on Powell street, near Clay, for the Boys' High school, is already inadequate to accommodate the large increase in this school. Another edifice will therefore be required next season to furnish room for the large number of pupils who will be seeking admission to this school after the next annual examination.

RELIEF FROM THE LEGISLATURE.

The foregoing statement of the increased school accommodations which are immediately required to meet the growing wants of the city, in connection with the large number of children who are daily being educated in poorly arranged and over-crowded rooms, which the Board, for want of means, is obliged to rent, should receive the earliest consideration of our city government and the Legislature which is soon to assemble.

We must have adequate means to erect in every part of our expanding city suitable school edifices, to keep pace with the rapid increase of population, and the demand for higher culture and intellectual improvement.

In addition to the accommodations now furnished for 3,235 pupils in unsuitable rented buildings, the census returns show that there are 1,927 children between five and six years of age who will be entitled, by law, to enter school some time during the next year. There are also 15,655 children in the city under five years of age who will soon be seeking admission to our public schools. This rapid increase of juvenile population, in connection with the large immigration which the great highways of communication with every part of the world are constantly bringing to our shores, so far exceeds the increase of wealth and taxable property of the city, that the revenue of the School Department is entirely inadequate to meet our growing educational responsibilities. We will therefore be obliged to appeal to the wisdom and liberality of the tax-payers of San Francisco for additional support and relief.

BUILDING FUND.

Two years ago, at the last session of the Legislature, the city was authorized to levy a Building Tax of five cents on every hundred dollars valuation of property, to raise a Building Fund for the purpose of erecting school houses, and furnishing and repairing the same. At the time it was hoped that this fund would enable the Board of Education to erect several new school buildings during the season; but owing to the rapid increase in the corps of teachers and the number of children attending the public schools, all of the General School Fund has been absorbed to defray the *current expenses*; in consequence of which the Board has been compelled to use the greater part of this Building Fund, either in repairing the old buildings belonging to the Department, or furnishing the large number of additional ones which have been rented.

According to the estimate of the Finance Committee, there will be a deficit in this fund, after paying for the erection of the South San Francisco, and Girls' High school buildings, which will amount to \$22,570.72. The Board of Education must therefore appeal to the next Legislature for relief. At least \$200,000 will be required during the next two years to purchase lots and erect all the new school buildings which the growing wants of the city will demand. This amount must be obtained either by increased taxation, the issuing of school bonds, the sale of a portion of the Lincoln school lot, or the transfer of a portion of the surplus funds in the hands of the Commissioners of Funded Debt.

SALE OF THE LINCOLN SCHOOL LOT.

It is proposed by some to sell two hundred and seventy-five feet of the Lincoln school lot, fronting on Market street, for the purpose of raising a Building Fund. I regard it as exceedingly unwise to dispose of any portion of this property at the present time. The entire lot is covered with school buildings, which are capable of accommodating over 2,600 children. It is centrally located, and will be required for several years to come for the accommodation of the large number of children living in this thickly settled portion of the city.

According to an Act of 1866-67, authorizing the issue of \$275,000 School Bonds, one-half of the proceeds from the sale of all real estate belonging to the School Department, must be set apart for the redemption of these bonds. As this is a law affecting contracts, it cannot be repealed by any subsequent Legislature. It will therefore be impossible to realize a large amount from the sale of real estate. It is also, in my opinion, bad policy for the School Department to dispose of this desirable property now required for use, so long as it is so rapidly enhancing in value. In a few years the growth and commerce of the city will demand a part of this property for business, when it will be too valuable for school purposes. It will then be wisdom and economy to sell or exchange it for less valuable and more suitable accommodations further from the centre of the city.

COMMISSIONERS OF THE FUNDED DEBT.

I am informed by the City and County Treasurer that there will be a surplus of nearly a half million of dollars, in 1870, in the hands of the Commissioners of the Funded Debt, after paying all their liabilities,—a part of which, I think, could be wisely transferred to the Building Fund. Ample means could thus be provided to erect all the buildings required for the present.

SCHOOL BONDS.

If it is found to be impracticable to transfer any funds from the Commissioners of the Funded Debt, then I would suggest the propriety of issuing at least \$200,000 of School Bonds, to raise a suitable Building Fund. But the Interest and Sinking Fund of all Bonds issued in the future should be provided for from some other source than the General School Fund, which is now barely sufficient to defray the current expenses of the Department, and to pay the draft of \$46,340, which is annually transferred to the Interest and Sinking Fund account, for Bonds which have been issued already.

COST OF OUR PUBLIC SCHOOLS.

Since the School Department will be compelled to ask for increased appropriations from our Legislature, it may be interest-

ing and instructive to review the past expenses of the Department, to ascertain how much it has cost to plant upon these Pacific shores our noble system of public school instruction.

The following is a statement of the yearly expenditures of the School Department, under its present organization, since 1852:

1852.....	\$23,125 00
1853.....	35,040 00
1854.....	159,249 00
1855.....	136,580 00
1856.....	125,064 00
1857.....	92,955 00
1858.....	104,808 00
1859.....	134,731 00
1860.....	156,407 00
1861.....	158,855 00
1862.....	134,567 00
1863.....	178,929 00
1864.....	228,411 00
1865.....	346,862 00
1866.....	361,668 00
1867.....	507,822 00
1868.....	376,392 00
1869.....	400,842 00
Total.....	<u>\$3,662,307 00</u>

This amount includes the entire expenses of the School Department, such as the current expenses, the purchase of school sites, the erection and repairs of school houses, etc. Although this sum may appear large, yet when we compare the expenses of our public schools with those of New York and Boston, we shall find that, according to our population, there has been less expended in San Francisco than in many of the Eastern cities. Boston, with a population of 220,588, appropriated in 1868-69, \$1,013,240 for school purposes; while San Francisco, with a population of about 160,000, expended during the year just closed, \$400,842. Boston last year expended \$188,790 for new build-

ings and lots; and during the last ten years the Common Council of that city has, on an average, appropriated annually over \$200,000 for building purposes. If it requires this constant expenditure in an old settled city, which for years has boasted of her superior school accommodations, I think none should complain of the expense of establishing our public schools in a city which, within a few years, has grown from a small trading post to one of the largest commercial centres in the world. As long as San Francisco continues to increase so rapidly in population, so long must our citizens expect to contribute their wealth for the support of public schools.

Every hillside and valley of our fair and spreading city must soon be dotted with schools for the education of our youth. If we take a wide view and just estimate of the part we should act in shaping and moulding the civilization and the future destiny of this western world, we will pursue a liberal policy, in laying broad and deep the foundations of our institutions of learning. Every dollar which we now expend in the cause of education will, like seed sown upon good ground, yield a rich harvest through future ages, in the general intelligence and prosperity of a great and happy people.

SCHOOL CENSUS.

MARSHAL'S REPORT OF THE SCHOOL CENSUS RETURNS FOR THE CITY AND COUNTY OF SAN FRANCISCO FOR THE SCHOOL YEAR
ENDING JUNE 30, 1869.

No. of District.	No. of children between 5 and 15 years of age who have attended public schools at any time during the year.										No. of children between 5 and 15 years of age who have not attended school at any time during the year.										No. of children between 5 and 15 years of age who have attended private schools at any time during the year.										No. of children between 5 and 15 years of age who have not attended school at any time during the year.										No. of Mongolian children under 15 years of age....										No. of deaf and dumb children										Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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NUMBER OF CHILDREN IN THE CITY.

The following is a comparative statement of all the children in the city under eighteen years of age, from 1859 to 1865 inclusive. Since 1865 the census has only been taken of children under the age of fifteen.

June, 1859.....	13,858
“ 1860.....	15,400
“ 1861.....	20,933
“ 1862.....	22,044
“ 1863.....	25,952
“ 1864.....	30,480
“ 1865.....	32,529

UNDER FIFTEEN YEARS OF AGE.

June, 1866.....	30,675
“ 1867.....	34,889
“ 1868.....	39,728
“ 1869.....	41,488

ATTENDANCE.

At no time since the organization of the School Department has the attendance been more universal and regular than during the year just closed.

The following statement is the best evidence which can be given of the estimate in which our public schools are held by every class of our citizens. These figures speak volumes of praise in favor of the cause of public instruction, and show that our schools are rapidly advancing in public favor.

The whole number of children in the city between six and fifteen years—the legal age to attend school,—is 23,905; the whole number of pupils attending the public schools during the year is 19,885; and the average number belonging is 14,134. This shows an attendance of 83 per cent. of all the pupils enrolled, and 59 per cent. of the average number belonging. The daily average attendance during the year is 13,113, an increase of 1,242. The number of new pupils enrolled, who

have not before attended the public schools is 6,246, an increase of 530 over last year; the number of pupils received by transfers from different schools is 3,745; number left 11,852; number re-entered 9,422; total number of days' attendance during the year is 2,694,737; total number of days' absence is 203,695; total number of tardinesses during the year is 60,568, a decrease of 2,966. This last fact is gratifying, as it shows that while our schools are rapidly increasing in number, the evil of tardiness is not as great as it was last year.

In the Rincon Grammar school, where there is an attendance of about six hundred girls, there has not been for weeks a case of tardiness; and the average tardiness of this school, for the whole year, has been only $2\frac{1}{2}$ per day.

The following is a comparative statement of the whole number of pupils enrolled, and the average daily attendance of all the public schools since 1852:

	No. Enrolled.	Average Daily Attendance.
During the year ending October 31, 1852.....	2,132	445
During the year ending October 31, 1853.....	2,870	703 $\frac{1}{2}$
During the year ending October 31, 1854.....	4,199	1,011 $\frac{1}{2}$
During the year ending October 31, 1855.....	4,694	1,484
During the year ending October 31, 1856.....	3,370	2,516
During the year ending October 31, 1857.....	4,637	2,155
During the year ending October 31, 1858.....	5,273	2,521
During the year ending October 31, 1859.....	6,001	2,829
During the year ending October 31, 1860.....	6,108	2,837
During the year ending October 31, 1861.....	6,674	3,377
During the year ending October 31, 1862.....	8,203	3,794
During the year ending October 31, 1863.....	8,177	4,389
During the year ending October 31, 1864.....	10,981	5,470
During the year ending October 31, 1865*.....	—	6,718
During the year ending June 30, 1866*.....	—	8,131
During the year ending June 30, 1867*.....	—	10,177
During the year ending June 30, 1868.....	17,426	11,871
During the year ending June 30, 1869.....	19,885	13,113

* No record kept of the number enrolled.

PERCENTAGE OF ATTENDANCE.

The following is a statement of the percentage of attendance of all the public schools since 1860. These percentages were obtained by dividing the whole number of days' attendance by

the sum of the number of days' attendance and the number of days' absence:

1860.....	.83
1861.....	.90
1862.....	.90
1863.....	.91
1864.....	.92
1865.....	.92 ⁹ ₁₀
1866.....	.93 ¹ ₂
1867.....	.93 ⁴ ₅
1868.....	.93 ³ ₄
1869.....	.92 ⁷ ₁₀

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EXAMINATION OF TEACHERS.

The County Board of Examination, consisting of Messrs. B. Marks, John Swett, Theodore Bradley, the President of the Board of Education, the State Superintendent of Public Instruction, and the City Superintendent of Public Schools, examined during the last year 118 candidates for certificates of qualification. Of these 110 were ladies, and 8 were gentlemen; 5 received 1st Grade Certificates; 6, 2d Grade Certificates; 58, 3d Grade Certificates; and 18, Special Certificates. By law, 3d Grade Certificates can only be issued to ladies. Sixteen young ladies of the Girls' High and Normal School received 3d Grade Certificates, which were, by a rule of the Board, issued upon their diplomas of graduation, and success in the Training School.

NON-ATTENDANCE.

While the attendance at our public schools, compared with that of other great commercial cities, has been satisfactory and encouraging, yet the reports of the Truant Officer and Census Marshals show that there is a large number of youth in the city who are not receiving any intellectual culture.

During the last year there have been 203,695 days lost by absence; 60,568 cases of tardiness; 1,076 instances of truancy; and 78 of suspension.

The census returns for 1869 show that there are 5,468 children who have not been attending any school during the year. Of this number it is safe to estimate that at least 2,500 have, at some time attended school, and received a fair business education, and are now learning some trade, or are engaged in some occupation to earn their own livelihood, or to assist in supporting other members of their families. But even deducting this number from those not attending school, there are still 2,968 who are leading idle or dissolute lives. Many of them may be seen roaming through our streets, and around the waters of the bay, educating themselves in all the crime and wickedness which abound in a large city. At night they visit our lowest places of amusement and dens of infamy and shame, where they learn all that can debase the morals and destroy the mind and character. They mingle with the pupils attending our schools, initiate them in the crimes of truancy and vice, and poison their young minds with everything which is bad.

So great has become the crowd of young lads prowling around the streets, that it is a question of the highest importance to the future welfare of society,—What shall be done to check this frightful tide of depravity which is sweeping over the city, wrecking so many noble youth, and blasting the fond hopes of so many anxious parents. It is an evil which calls loudly for some potent and instant remedy. The Legislature, at its next session, should take early and earnest measures to repress this alarming evil. Truant laws, similar to those in Boston and other Eastern cities, should be passed and rigidly enforced.

Every child under fifteen years of age, found roaming the streets after nine o'clock in the evening unaccompanied by his parents or guardians, should be arrested by the police, and either sent home or punished as a vagrant. Parents must be taught that if they will not control their children, and educate them to become good citizens, it is the duty of the State to interfere, for self-protection. While kindness and moral suasion should be the main reliance in all efforts to promote the welfare of erring youth, it will be found of essential service to have some authority—some law—for the teachers and officers of the law to fall back upon, in the discharge of their difficult duties. In cases where

parents, without good reason, deprive their children of the advantages of education, some coercion should be employed; although compulsion should be used with caution, and only as a last resort, in those comparatively rare cases where all other means have failed. But the wisest provisions of any law which human ingenuity can devise, are inefficient and powerless, except when sanctioned and sustained by a public sentiment, alive to the importance of reclaiming and educating the large number of vagrant youth infesting our city.

TRUANT OFFICER'S REPORT.

In accordance with the recommendations of my last annual report, your Honorable Body appointed an extra police officer to look after the truant children from the public schools, and to visit the homes of all such as are leading vagrant and dissolute lives, in order to induce their parents to assist in reforming and educating them. Mr. J. J. Thomas was first appointed Truant Officer, on the 18th of November, 1868, and continued to discharge the duties of the position till the 2d of the following April, when he retired from the office, and was succeeded by Mr. C. H. Hall, the present incumbent. Both of these gentlemen have been diligent and faithful in the performance of their important duties.

During the months of January, February, March, April and May, there were 275 pupils reported to the Truant Officers, for being absent from school without any excuse. On visiting their homes it was ascertained that 48 were absent on account of illness; 26 were detained, and 9 were withdrawn from school by their parents. Through the exertions of the teachers and officers 197 of the real truants have been induced to return to school. This has generally been accomplished by visiting their homes and co-operating with their parents; in several cases it has been necessary to arrest and return them to school after several days' search. Seven incorrigible truants have been sent to the Industrial School for reformation. The knowledge that a proper officer is continually searching the city for absentees from school, already exerts a salutary influence in deterring truancy. But the most efficient officers can accomplish but little towards effecting a permanent

reform, unless wise laws are enacted, providing for the punishment of truancy and vagrancy as crimes.

PARENTAL AID.

There is a growing indifference on the part of parents in regard to the education of their children, which is fast destroying the usefulness and efficiency of the instruction of the school-room. Parents, and especially mothers, are the first, and divinely appointed teachers of children. Other teachers are but assistants in the great work of moulding the character and developing the intellect of the rising generation. Five hours out of the twenty-four are spent by the pupils under the care of the teacher; the remaining nineteen all belong to the parent, besides all vacations, holidays and Sabbaths. Without the parents' aid, punctual and regular attendance cannot be enforced, nor a steady and unflagging interest in study maintained. And when, moreover, it is remembered that education is not solely the work of the school-room, but the result of all the influences which form the habits or fix the character, it will readily be seen how small must be the work of the teacher compared with the agencies at home, where the pupil should spend seven-eighths of his time. Slow, indeed, must be the progress of the teacher, when parents yield no support to the work of the school; especially is this fact painfully apparent, when, as is too frequently the case, the home influence is hostile, and encourages a spirit of indifference and insubordination. I cannot, therefore, urge too strongly upon parents the necessity of coöperating with teachers in the education of their children. Visit the schools more frequently and become familiar with their management. If abuses exist, use your influence in a spirit of fairness and moderation to correct them. Counsel with the teacher of your children in regard to the peculiarities of their minds and habits, so that there may be harmony of action in the school room and around the fireside. When the State has done all it can, your sympathy must be had. "Make our schools as free as sunlight and air—let wisdom cry at the corners of the streets—yet if the *home* does not love and cherish the school, the latter must stand as some piece of mighty machinery, grand,

glittering, golden in promise, but weak and imperfect in performance, lacking that impelling power which alone can set its thousands of wheels in full and fruitful action."

SCHOOL DISCIPLINE.

There are two extremes in the government of the school-room: one is the force of the rod, the other that of moral suasion, both of which are alike to be avoided. In the public schools of San Francisco we have endeavored to attain a healthy medium. Most of our teachers have succeeded in preserving good order, and enforcing strict discipline, without frequent recourse to corporal punishment or undue severity. While I am a strong advocate of the power of moral suasion over the youthful mind and heart, yet I do not believe that the large number of children in our public schools, collected from all the discordant elements of society in our new city, can be permanently controlled by any measure of mere love and tact which the largest-hearted teacher may possess. In the arrangement of Providence, law and penalty meet us wherever we go. No wisdom or moral force in rulers or administrations were ever sufficient of themselves to sustain an orderly government. Nations and states need compulsion, as well as advice and persuasion. If this be true of men, it must be especially true of children, who are only men of smaller growth and less discipline. In the school-room, above all places, there must be submission to rightful authority. Children should learn to obey their instructors without questioning their acts; but while teachers insist on obedience, they should also strive to make the school-room pleasant and their pupils happy.

I have been led to make these remarks from observing a growing disposition in our community to question the right of the teacher to use any force to compel obedience and submission. The influence of the teacher has, in some instances, been very much injured by undue interference of parents, and the public criticism of the press. If teachers are suspected of severity, and excess of punishment, care should be taken by parents, and especially by school officers, not to criticise the management of the school so as to weaken the respect for authority, and thus

unconsciously multiply the causes for the penalty. If children, when corrected, are allowed to suspect that the public sympathy is with them, and not with the master, disorder and demoralization will be the consequence. The only safe course is to entrust the teacher with authority, and then throw every safeguard around the pupil, which is consistent with good order and discipline. If he abuses the trust and will not be governed by the dictates of justice and humanity in the government of the youth committed to his charge, then let the Board of Education quietly dismiss him and obtain a better one.

In this connection I desire to quote the eloquent and valuable remarks of the Hon. John M. Gregory, of Michigan, in regard to good government. "No amount of mere teaching can compensate for a failure to establish and maintain such quiet and system as shall not only facilitate the work of the school, but send its persuasive influence through all the character and life of the pupils. A good government in family or school is, itself, a powerful and beneficent educational influence; and rarely shall we find a useless or a troublesome citizen coming forth from families or schools where such government prevails. Let the teacher settle it in his mind as a most certain truth, that he is never so effectually educating as when he is maintaining good order. The quiet that reigns around him settles into the very souls of his pupils, lending its own calmness and power to their minds. The orderly division of time, and the regular systematic movement of the exercises, comes to stamp its own impress upon their mental habits. The law-abiding and orderly pupil will be an orderly and law-abiding citizen, and the quiet, systematic methods of the school will follow him into all the business of life. Were good family and school government more common, we should have fewer turbulent citizens, fewer broils in the streets or in the halls of Congress."

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BOYS' HIGH SCHOOL.

The Boys' High School, which is the pride and ornament of our public school system, is in a flourishing condition. The Principal has spared no labor or pains to sustain the reputation of the school, and advance its interests. The able corps of assistant teachers have also been earnestly devoted to their work. The whole number in attendance during the year was 136, an increase of 12 over last year. The average daily attendance was 113 $\frac{1}{10}$, which is an average of 22 $\frac{1}{10}$ to each teacher. The number who completed the course of instruction, and received diplomas, was 15.

The number who received instruction in Latin and Greek, was 42. As I predicted in my last report, this department of the school has proved a great success. Since consolidating the Latin with the Boys' High School, there has been no objection to teaching the classics in our public schools. The pupils are now better classified, and make far better progress in their English studies, while they are equally well taught in Latin and Greek. Since the organization of the State University, it will be necessary to change the course of instruction in the High School, with a special view to prepare the pupils for admission to the University. This change will require an additional teacher, to give instruction in modern languages.

A detailed statement of the condition and success of the Boys' and Girls' High Schools will be found in the able report of Dr. J. D. B. Stillman, Chairman of the Committee on High and Normal Schools, which is published at the close of this report.

GIRLS' HIGH AND NORMAL SCHOOL.

This school is one of the most important of our educational institutions. During the last year it has labored under many disadvantages and inconveniences, from want of proper accommodations, which will be obviated as soon as the new building now in course of erection is completed. The Principal, and his corps of assistant teachers, have proved themselves admirably adapted to the important positions which they fill.

The whole number enrolled at this school during the year was 140, and the average daily attendance was $118\frac{8}{10}$, being $23\frac{7}{10}$ to each teacher employed. The number of graduates this year was 18, most of whom are now either teaching, or are applicants for positions in our Grammar and Primary Schools.

Since the introduction of normal instruction in this school, its sphere of usefulness has largely increased. In connection with the State Normal School, it now furnishes a full supply of well instructed and practical teachers for our public schools.

The Training School, under the efficient supervision of Mrs. A. E. DuBois, has been of great service in drilling the young ladies in the difficult art of teaching and school government. The popularity and success of the graduates of the Girls' Normal School has demonstrated the wisdom and usefulness of the Board in establishing it. I therefore take great pleasure in commending to public favor this institution, which, if wisely encouraged and sustained, is destined to exercise a powerful influence in promoting the usefulness and prosperity of our public schools. The instruction here imparted is disseminated in every school in the city; and that it has proved a great blessing, we have abundant testimony in the improved condition of our schools, and the high standing and scholarship of the teachers.

GRAMMAR SCHOOLS.

The whole number of pupils enrolled in these schools during the past year was 4,414; the average number belonging was 3,359, and the average daily attendance was 3,171. The whole number of regular teachers at the close of the year was 80, viz., 9 Masters, 2 male Principals of mixed schools, 1 lady Principal, 7 Sub-masters, 10 Head-assistants, and 51 assistants. The number of special teachers was 4, two for vocal music and two for drawing.

The average number of pupils to each teacher was 40, and the average daily attendance was 37. Two hundred and two pupils have completed the course of study in the Grammar Schools during the last year, and have received certificates of graduation.

The following table will show the number of first grade pupils who graduated from each Grammar School:

Name of School.	No. Examined.	No. Graduated.	Average Per Cent. of School.
Denman Grammar School....	55	54	77
Rincon " "	37	26	70 7-10
Broadway " "	34	25	70 9-10
Lincoln " "	77	26	65 3-10
Washington " "	12	12	77 8-10
Union " "	16	6	67 2-10
Cosmopolitan Grammar School	33	28	71 6-10
Spring Valley " "	12	11	73
Mission " "	14	14	75 1-10
Totals.....	290	202	72

At no time in the history of our public schools has the instruction of the Grammar Department been more practical and thorough than during the year which has just closed. The examination in June was the most searching and thorough which has ever been held in San Francisco. The pupils acquitted themselves well in all the different studies, and reflected great credit on their efficient instructors. The following table shows the number of pupils examined in the Grammar Schools, and the number who received the requisite percentage for promotion:

Name of School.	No. Attending.	No. Examined.	No. Promoted.
Denman School	500	442	326
Lincoln School.....	734	688	235
Rincon School.....	348	304	230
Washington School.....	151	135	56
Union School.....	124	119	71
Broadway	231	212	92
Spring Valley School.....	127	127	67
Mission School.....	190	157	132
Cosmopolitan School	297	291	193
Shotwell-street School.....	108	108	78
Tenth-street School.....	102	86	54
North Cosmopolitan School ...	136	118	82

The examination of all the pupils in the grammar classes was conducted in writing. Sets of questions were prepared by a committee of grammar masters, upon all the principal studies pursued in the different grades. These papers contained from

ten to twenty-five simple, but practical, questions, involving all of the important topics taught in each study. A printed copy of the questions was given to each pupil in the city, at the same instant, so that there could be no collusion between the children of the different schools. After ample time had been given to answer these questions, the written papers of the pupils were all collected, examined, and credited by different teachers assigned by the Principals. The following credits were allowed in the different studies of the grammar grades: geography, 100; grammar, 100; arithmetic, 100; history, 75; spelling and sentence-making, 75; penmanship, 50; reading, 100; composition, 100; mental arithmetic, 50; analysis of words, 75; philosophy, 50; physiology, 75; oral instruction, 50; drawing, 50; map drawing, 50; bookkeeping, 50; and music, 50;—making in the aggregate, according to the studies taught in each grade, 1,200 credits in the first grade; 1,125 in the second grade; 900 in the third grade, and 800 in the fourth grade. The percentage required for graduation from the first grade was 70, and for promotion in the other grades 75.

While every care possible has been taken to make the examination uniform throughout the city, yet the wide difference in the judgment exercised by the different teachers in crediting the answers, renders these reports of the comparative standing of the various schools less satisfactory than I should desire.

In the past, some of the grammar and primary teachers have been in the habit of marking the pupils too liberally, in order to give their schools a high reputation for scholarship and popularity. Promotions based upon such false examinations destroy the classification of the schools, and is a great wrong to the pupils, who will either be disgraced by failure, or overworked to complete the studies in the higher grades to which they have been promoted before they were properly prepared. The prominence at first given to the high percentage of each class has established a false standard of success in teaching, which has been a great injury to the progress of our public schools. It is an evil which I trust the Board of Education and all true teachers will no longer encourage or countenance.

There have been but few changes in the grammar schools ex-

cept in the northern part of the city. The separation of the sexes in the Washington and Union Schools, compelled the Board of Education to establish a new grammar school for girls, in the Broadway Primary school building, on Broadway, near Powell street. This school, under the instruction of Prof. W. J. G. Williams, Principal, and his superior corps of teachers, has become very popular with the pupils and people of the district.

The Washington and Union Schools were also reorganized at the commencement of the fiscal year, as boys' grammar schools, the former under the efficient supervision of Capt. L. D. Allen, and the latter under Mr. T. S. Myrick. These schools, like the one on Broadway, have labored under many difficulties and embarrassments, on account of the regrading and imperfect classification necessitated by these important changes. But, under the management of experienced and superior teachers, they have increased in the favor and estimation of the public. Their general success has demonstrated the wisdom and necessity of separating the sexes in our public schools, and has fully realized all of the beneficial results which I predicted in my last report.

PRIMARY SCHOOLS.

The whole number of pupils enrolled in the Primary Schools during the year was 14,872; the average number belonging was 10,219 $\frac{6}{10}$, and the average daily attendance was 9,448 $\frac{7}{10}$. The whole number of regular teachers employed was 214: the average number of pupils in each class was 56, and the average daily attendance to each teacher was 48. The whole number of pupils promoted to the grammar grades was 999.

Name of School.	No. Attending.	No. Examined.	No. Promoted.
Denman School, Primary Dep't.	227	137	122
Lincoln " " "	225	204	122
Rincon " " "	209	129	115
Washingt'n " " "	163	146	32
Union " " "	414	312	240
Broadway " " "	320	300	192
Spring Valley School, Prim. D't	269	243	186
Mission " " "	404	289	173
Cosmopolitan " " "	472	404	237
Shotwell-street " " "	467	362	286
Tenth-street " " "	411	265	196
N. Cosmopolitan " " "	635	477	245
Mason-street Primary School..	213	200	135
Geary-street Primary School..	228	135	130
Lincoln Primary School.....	719	582	468
Tehama Primary School.....	886	619	433
Fourth-street Primary School..	544	426	369
Powell-street Primary School..	517	352	265
Union Primary School.....	472	208	195
Pine and Larkin Prim'y School	571	372	300
Eighth-street Primary School..	608	399	302
Hayes Valley Primary School..	292	200	139
City Training School.....	314	214	127
West End.....	72	27	20
Spring Valley Primary.....	282	168	113
San Bruno.....	57	15	12
Fairmount.....	69	44	35
Potrero.....	88	61	53
Pine-street.....	86	41	27
Tyler-street.....	146	91	74
Bryant-street Primary.....	357	234	169
Ocean House.....	23	19	5
Drumm-street Primary.....	152	84	63
South San Francisco.....	39	20	2

Our Primary schools are, in most respects, making satisfactory progress. Most of the teachers are efficient ladies, who have labored zealously in the discharge of their difficult and responsible duties. The Principals have exercised a thorough and wise supervision over the teachers and children under their charge, which has had a most salutary and beneficial effect. Greater uniformity and efficiency have been secured in teaching the lower grades than during any previous year. In accordance with the provisions of the new course of study, the instruction has been more practical and better adapted to the wants and capacities of the children just commencing their studies.

In some of the districts the supervision of the Grammar Masters, which I recommended in my last report, has had a very beneficial and desirable effect; while in others this important duty has been almost entirely neglected. The examination of the Fifth and Sixth Grades was conducted in writing, the same as in the Grammar classes. The other classes were examined partly in writing (on slates) and partly by oral questions, which were prepared by Mr. B. Marks, Principal of the Lincoln Grammar School. These examinations are held semi-annually, under the general supervision of the Grammar Masters; and during the last year they have been of the most practical and satisfactory character. In several instances entire classes have been promoted; while generally the results have reflected great credit upon teachers and pupils. Many of the Primary schools are now suffering for want of ample room and suitable accommodations; and unless the Legislature shall grant relief during the coming session, the Board of Education will be unable to accommodate the large number of Primary children who will be applying for admission. But, trusting to the liberality and wisdom of our legislators and tax-payers, I have no fear that our schools will be allowed to suffer for want of means to make them useful and prosperous.

While a few of the Primary teachers have been careless about the ventilation of their rooms, yet I desire to commend the great majority of them for the pains they have taken to preserve the health of the children under their charge, by allowing them plenty of fresh air. Great attention has also been paid by some of the teachers to the importance of teaching habits of neatness to little children. The old maxim, that "Cleanliness is next to godliness," is particularly applicable to the school-room. This I regard as one of the most important lessons which youth can learn, since no amount of moral or intellectual training will be of much use where no attention is paid to neatness and decorum.

COSMOPOLITAN SCHOOLS.

The whole number of children attending the Grammar and Primary departments of the Cosmopolitan Schools during the year was 2,842; and the average daily attendance was 1,884 $\frac{2}{10}$. The

whole number of teachers employed was 41; and the average daily attendance to each teacher was 46.

The great popularity and increase of these schools, which have been so recently established, show that the public demand the instruction imparted in them. According to the recommendations in my last report, I am still of the opinion that less time should be devoted to the English studies, and that greater attention should be paid to teaching the French and German languages. After the pupils have passed through the classes of the Primary department, they should be able to study and recite in the German and French languages their lessons in history, geography, spelling, arithmetic, etc. This would give them the ability to think and express their ideas in these languages equally as well as in their own tongue. A foreign language thus impressed upon the mind can never be forgotten; nor will children thus trained and educated ever lose the power to recall the instructions of early youth.

I also desire to recommend the Board of Education to change the rule now adopted in the school, compelling all pupils in the Grammar department to study both French and German. It requires much time to master a language; and there are many who desire to study only one. I therefore think parents should have the right and privilege to select which one they wish their children to pursue.

It gives me great pleasure to testify to the zeal and ability with which most of the teachers have discharged their duties. If properly organized and sustained, the Cosmopolitan Schools will continue to advance in the favor and estimation of a large class of our citizens, who desire their children to receive a liberal and finished education.

EVENING SCHOOLS.

Greater improvement has been made in the Evening Schools during the last year than ever before. There has been a large increase in the attendance; and a renewed interest has been awakened among the pupils and the public, in regard to Evening School instruction. The order and decorum of most of the scholars have been most exemplary. Quiet discipline and earnest

attention to study and hard work in the school room have been secured without any resort to force or severity.

The average number enrolled during the eight months of the year, in which all the schools were in operation, was 510—a gain of 128 over last year. The highest number belonging at any time was 758, requiring a corps of eighteen teachers, with an average of forty-two to each teacher. The average daily attendance in all the classes was 336. Twelve classes were taught in the Lincoln School building, under the supervision of Mr. John Swett, Principal; one class was held in the Shotwell street building, under the instruction of Mr. S. A. White; two classes in the northern part of the city were held in the Broadway Colored School building; and one, for girls, was taught by Miss E. M. Tiebout, in the Girls' High School building, corner of Bush and Stockton streets. Two classes for the colored people were held in the Washington School building for six months, until the Colored School building for the day scholars was opened on the corner of Vallejo and Taylor streets.

Since I have always been a strong advocate of, and firm believer in, evening school instruction, it affords me great pleasure to be able to report the great progress and prosperity of these schools during the last year. Most of the teachers have devoted themselves to their difficult and laborious calling with commendable zeal and success. It is an interesting sight to witness large classes of young men, and even old persons, eagerly trying, for the first time, to learn to read and write; and it is equally astonishing to see the rapid progress which some of them have made. All seem to evince a deep interest in their studies, and a desire to make up for the losses of early life.

COMMERCIAL CLASS.

During the year a Commercial Evening class was organized for the purpose of giving a thorough business and commercial education to a large class of young men who are engaged in workshops and stores, and who have not the time to attend the day schools, or the means to defray the great expense for tuition charged at the commercial colleges.

This class, which was first organized by Mr. Jos. O'Connor, has proved a great success. Instruction is not only given in the different forms of bookkeeping, but commercial arithmetic, and all the legal forms of ordinary business, are also thoroughly taught.

MECHANICAL DRAWING.

Since there is a large number of active and intelligent young men in our city, engaged in various mechanical pursuits, who desire to be thoroughly educated in the science of their occupations, it is important that evening classes should be organized in Mechanical and Architectural Drawing. There are, at present, throughout the country very few skilled and educated artisans who are competent to design or execute the complicated mechanism by which the great manufacturing and industrial resources of the country are now developed.

It is for the purpose of securing to this large class of young men, in every large city, a more practical business education, which they can carry into the workshop or the counting house, that I earnestly recommend the Board of Education to establish commercial and mechanical classes which, under the charge of competent and earnest teachers, would prove a great success. The age demands a more practical and common sense education than is now given in most of our public or private schools. I therefore hope and trust that greater efforts will be made in the future to give to each pupil attending our public schools, such a practical and business education as will best fit him to perform all the great duties of life, which he may be called upon to discharge.

According to the views expressed in my last annual report, I still believe that if properly organized, and governed by wise rules and regulations, and under the care of able and zealous teachers, the evening schools of San Francisco cannot fail to prove a great blessing to a large number of youth who, in early life, have been deprived of elementary instruction and culture. They should, therefore, continue to receive the fostering care and liberal support of the Board of Education.

CHINESE SCHOOL.

The attempt to establish a day school for the Chinese proved a failure. The Board of Education, therefore, opened an evening school for this class of our population, which, under the instruction of Mr. William M. Dye, has been quite popular and successful. The whole number of pupils enrolled was 277; the average daily attendance was $29\frac{1}{2}$; thus showing the fluctuating character of the school. Most of the pupils only remain in school until they learn to speak and write a little English, when they leave to obtain lucrative positions as clerks and interpreters for their countrymen. The school is doing good, and I trust will continue to receive the liberal support of the Board of Education.

COLORED SCHOOL.

The whole number of pupils enrolled in this school during the year was 91, with an average daily attendance of 25%.

On account of the removal of the colored school building from its former location on Broadway, and the dissatisfaction of the colored people at the change, the school has been very much disorganized. It is now permanently located on the corner of Valjeo and Taylor streets, where it is rapidly filling up, and where, I trust, it will prosper in quietness and peace. The average scholarship is fair, considering the very irregular attendance of the pupils.

Mrs. Georgia Washburn, the Principal, has labored hard and efficiently to advance the usefulness of the school, and deserves the thanks of the community for the care and interest she has taken in the instruction of the pupils under her charge.

CO-EDUCATION OF THE SEXES.

As I predicted in my last annual report, the separation of the sexes in all our large Grammar schools in the central portion of the city, has met with the most flattering success and approval.

The change has been so popular that the Principals in nearly all of the primary schools have applied for permission to separate the boys and girls, and to teach them in different rooms. The

Principal of the Spring Valley Grammar school has also introduced this change in the school under his charge, and with the most satisfactory results. As soon as proper school accommodations can be furnished, I cannot too strongly urge the necessity of separating the sexes in the Mission, Shortwell-street, North Cosmopolitan, and South Cosmopolitan Grammar schools, and thus complete this system of separate education in all of our public schools. It is demanded by the popular voice of the present, and the experience of the past.

I expressed my own views at length, upon this important subject, in my last report. I shall, therefore, confine myself at present to a few quotations from distinguished educators in the East. I believe with the lamented Dr. Nott, President of the Union College, that "A difference of sex, and of destination through the entire life, has, in the judgment of mankind, been thought to require a difference in the distinctive attributes to be called into exercise, and the peculiar type of character to be formed. Delicacy of sentiment, a feeling of dependence, and a shrinking from the public view, are attributes sought for in the one sex; in the other, decision of character, self-reliance, a feeling of personal independence, and a willingness to meet opposition and encounter difficulties. It is not easy to see how appliances for the production of such opposite results can be furnished by the same agencies, at the same time, and in the same school room. Nor is it easy to see how young, susceptible, and inexperienced individuals of different sexes can be daily brought into familiar intercourse, and subjected to such common appliances, in the absence of parental supervision, without endangering alike their virtue and their happiness. Whatever economy, convenience, and beneficial results may be expected from the co-education of youth of different sexes, there are, it must be admitted, great difficulties to be overcome, and great dangers to be guarded against, in carrying such a system into effect; and besides, whatever might be thus gained to manners by diminished rudeness in the one sex, would, it is to be feared, be more than counterbalanced by the loss of native modesty in the other."

The Committee appointed to investigate the propriety of co-ed-


educating the sexes in the University of Michigan, reported the following as the conclusion of their labors, which is peculiarly applicable to San Francisco: "That co-education would tend to unwoman the women, and thus produce deplorable effects in all spheres of life, private and national. That we live in a period in which there is already a marked tendency towards unreserve and boldness in fashion, taste, literature, and intercourse, in which rude publicity has invaded many spheres where privacy and reserve ought to rule, and that success of this move [the admission of young ladies to the University] would equally promote this boldness and inopportune publicity, and injure the commonwealth, which is deeply interested in the true position and important activity of woman; and it would thus tend to lower the woman instead of elevating her. That what we stand in need of is the truthful, high-minded, Christian woman, whose refinement does not interfere with broadly acknowledged duty; that we stand in need of womanly earnestness and delicacy, equally far removed from the unmeaning doll of fashion, and from unsexed manishness."

MUSIC AND DRAWING.

No city in the country has been more liberal, or has given more earnest attention to music and drawing than San Francisco.

We have early adopted the principle, that the province of the public school is not merely to impart information and educate the mind to habits of thought and investigation in the domain of the sciences, but above these, and of vastly more importance to the elevation and refinement of society, is the development of the emotional and æsthetical natures of youth. Our public schools should not only send out those who are sufficiently educated to do business and accumulate wealth, but also those of a higher type,—men and women of refinement and taste, and with cultivated manners and noble sentiments. No curriculum of study, even for common school instruction, should therefore be confined to mathematics, the sciences, and language.

Drawing cultivates the hand that executes and the eye that sees; it stimulates the perceptive faculties and opens up a new



world of enjoyment, by developing a love for the grand and beautiful. Nothing is so desirable as a systematic training of the eye. It enables the child to enjoy the voyage of life, and to appreciate the beauties of nature everywhere around him.

“The study of music also elevates and quickens our perceptions—it refines and soothes the wayward and turbulent passions; it nerves the heart to deeds of valor and heroism; it appeals to our highest and keenest sensibilities,—tends to promote our happiness, and develops sentiments of patriotism and love of country.”

That most children are capable of this higher cultivation, can be fully attested by visiting any of our High or Grammar schools. During the last annual examination, the display of drawings executed by the pupils of the different schools was the most interesting part of the exhibition. Some of the specimens in pencil and crayon gave evidence of superior instruction, and showed merit of a high order, which reflected great credit on the pupils and drawing masters. The music in our public schools has also elicited the highest praise from all who have ever listened to the singing exercises of some of our best drilled classes. Since the results of the examination in drawing and music are now counted in with all the other studies, for promotion, greater interest has been manifested in these important branches of every finished education. If this course of instruction is continued and these branches receive the support of teachers, and the fostering care of the Board of Education, but few pupils will go through our schools without receiving an education in music and drawing, which *cannot* fail to prove a great source of profit and pleasure in after life.

CONCERT EXERCISES.

These exercises when properly conducted are interesting and instructive; but when carried to excess, as they are in some of our primary classes, the system is an injury and nuisance which should be prohibited by the Board of Education.

The simultaneous method may be used to advantage in teaching beginners object lessons from the tablets, reading, spelling,

and arithmetic tables; but great care should be taken by the teacher that all the pupils engage in it with the greatest interest and attention. If not properly directed and checked, the class is liable to run into a sing song tone, an evil which should be carefully avoided in the instruction of children. Unless the lesson is recited in a natural tone of voice, and the operation is slow, so as to give time for thought and reflection, it weakens and injures the intellect, and renders the exercise a mere machine-like operation. When teaching is purely simultaneous there can be but little contact of mind with mind, which should give to every system of instruction its highest character. The great object of all instruction in the school room should be to educate the individuality of each child; and it is because there is danger in the effect which concert exercises would have upon the mind that I desire to caution the principals of our primary schools to exercise the greatest care and firmness in requiring the young and inexperienced teachers under their charge to be sparing of its use.

COURSE OF STUDY.

The new course of study has stood the test of another year's practical application in the school room, and with few exceptions has received the indorsement of the teachers, and the approval of the pupils and parents. A few complain that the course requires too much of the pupils' time, both in and out of school, and that the health of the pupils is often seriously impaired by excessive study. While others, and a far larger number, find fault because their children do not advance rapidly enough; that the lessons are too short, and that the promotions should be more frequent. Both of these complaints are sometimes founded in justice; especially is this too frequently the case with pupils who are not properly graded when they first enter the school. But the most perfect course of study and system of education which can be devised will have defects which can only be remedied by time and experience. Especially is it the case in San Francisco, where the Board of Education is under the necessity of appointing teachers who have never had any experi-

ence, or have never received any special preparation for their difficult and responsible calling. Following this line of thought, I quote from the able report of Hon. John Hancock, Superintendent of the public schools of Cincinnati, upon the importance of the mission of the teacher:

“We may devise systems of schools, courses of study, and methods of instruction, superior to all that have gone before; and, however beautiful they may be in theory, or correct in philosophy, unless they have the true teacher to apply them, they will all come to naught. The teacher is the great central fact of the school room, around which all other facts must group and subordinate themselves. He must be something beyond the mere imitator of models—he must be a thinker and full of material of thought. He must be something beyond the mere intellectual task-master, content to perform his weary daily round, as his predecessors have performed it before him. He must learn to recognize the material upon which he is to work; learn that ‘mind grows not like a vegetable (by having its roots littered by a dry etymological compost), but like a spirit, by mysterious contact with spirit, thought kindling itself at the fire of living thought.’ He must learn that ‘the science of education,’ as Pestalozzi has it, is a theory of stimulation, or the right application of the best motives. And if this should be true of every teacher employed by the Board, how much more should it be true of the Principals of our schools, who have in their respective schools the fashioning, in a large measure, of the characters of hundreds, even thousands of youth. In our organization of schools he occupies a high and honorable position. As a superintendent, his duties extend beyond and embrace far more than those of him who gives instruction only. He ought to be a man of such power that his influence should be a constant presence, extending from the highest grade of his school to the lowest, permeating all, and following his pupils to their homes. His should be the mind to direct the labor of his associates in such a way as to give unity of design to the instruction of every department. He ought to be not only an earnest and thoughtful teacher, but should be one whose mind and nature have been broadened and liberalized by a generous culture. He ought to

know how to teach any subject or grade in his school better than any teacher of that subject or grade."

GENERAL KNOWLEDGE AND USEFUL INSTRUCTION.

While our public schools should be managed to elevate the people morally and intellectually, we should never forget, in training the mind and heart, that a good education does not consist exclusively in knowledge, however accurate and extensive, of certain mathematical and scientific studies, which may be prescribed in the most complete course of study. There is a great variety of facts and information, which the teacher must impart to the youth under his charge, in order to educate and prepare them to discharge the varied duties and responsibilities of life.

Every true educator will gather his great lessons of instruction from the passing events of the world around him. The progress of discovery and invention, and the application of these great agencies to the advancement of civilization and the promotion of industrial resources of the country, should form an essential part of the education of the young. Social and political economy, and the general theory of our government, should be early taught to the pupils of our schools. The boys in our city should be made familiar with the different trades and professions by which communities and individuals acquire wealth, or obtain a daily support. We should not only teach that labor is honorable and necessary, but we should also instruct the youth of our land how to intelligently direct their labor to advance their own interests and prosperity, and to promote the general welfare of society. The school room should be a practical workshop, to mould and adjust the complex machinery of the youthful mind and character, for the varied cares and duties of life; and no system of public instruction will ever prove successful, and subserve the best interests of progress and humanity, which fails to impart these great lessons of wisdom and economy.

These remarks are equally true of the instruction of the young ladies of our country. There is a growing demand for a more practical education in our schools for girls, which should be more

specially adapted to the requirements of future life. The great social questions which now agitate the country, in regard to the rights and duties of woman, should command our interest and attention. Since her sphere of action is so different from that of man, I can see no good reason for adopting the same course of study for the girls and boys;—especially is this the case in regard to mathematics, which but few young ladies, except teachers, will ever be required to use to any great extent in after life. As a mental discipline, other studies of far more practical utility and pleasure, might be substituted; such as moral philosophy, rhetoric, and foreign languages.

At present but little attention is paid to educating our daughters for the important domestic duties of life. The great tendency of the age, in regard to female education, is towards two extremes:—the one, the “unmeaning doll of fashion;” the other, the mental acquirements and self-reliance necessary for the forum or the professions; both of which should be avoided in our public schools, where the great object and high aim should be to lay the foundations of such a practical education as will prepare our girls to sustain and support themselves in adversity as well as in prosperity. We need such an education as will fit them to adorn society, and at the same time make them independent of the caprices of fortune. As one means to this end, I desire to recommend the propriety of teaching plain and ornamental needlework in our public schools. It is quite an important feature of female education in Eastern cities, and I can see no good reason why it should not receive a prominent place in the instruction given in our girls’ schools. In connection with modern improvements in this most appropriate and graceful department of female industry and skill, it cannot fail to be of great practical utility and worth.

LIBRARIES.

The following table shows the number of volumes in the different libraries belonging to the public schools of San Francisco at the close of the present school year. The library fund for 1869,

amounting to \$2,338.50, has not yet been distributed to the different grammar and high schools, for the purchase of books:

	No. of vols.
Teachers' Library in the rooms of the Board of Education.....	1,500
Boys' High School	371
Girls' High School	250
Lincoln Grammar School	691
Denman Grammar School.....	400
Rincon Grammar School.....	245
Washington Grammar School... ..	400
Union Grammar School.....	213
Cosmopolitan Grammar School	320
Shotwell-street School.....	154
North Cosmopolitan School.....	240
Tenth-street School.....	2
Spring Valley Grammar School	137
Broadway Grammar School.....	150
City Training School.....,	15
Mission Grammar School.....	170
Total.....	<u>5,258</u>

These books are distributed to the most deserving members of each class, as rewards for excellence in scholarship and correct deportment. These libraries, although limited to a few volumes, have already been of great service in stimulating the pupils to a renewed interest in their schools, and to a greater devotion and earnestness to study. I think that none of the money devoted to the cause of education is more profitably expended than that which is paid for books. They are the cheapest of all educators. The inspiring influence of libraries upon teachers and pupils, has been a theme of fruitful discussion among the leading educators of the older States of our country. The Hon. John M. Gregory, of Michigan, speaking of the value of libraries, says:

“Our school system must ever fail to produce its full and best fruits, if the knowledge gained by the pupils in their school days, is not enlarged and ripened by continued acquisitions of later

years. It will be of slight avail that they learn to read, if no taste for reading is acquired. It is evident that the chief value of our schools is to be estimated, not from what they cause the pupil to know as a pupil, but what they make him capable of learning in manhood; but unless he goes on in manhood to use this power of learning, the richest value of education is lost. To enkindle this taste for reading—this thirst for knowledge—in the young, and to keep it alive and in exercise in the adult, we must have libraries. Who ever imbibed a love of reading from an arithmetic or grammar, or from a common school reading book, with its meagre scraps of literature? If we would have the children of our schools catch a taste for reading, such as will make them constant visitors to the fountains of learning, and shall keep them students and scholars when their school days are ended, we must provide them books, libraries, near at hand and full of the rich volumes of history, biography, poetry, eloquence and science with which our literature is loaded. We must teach them the way to those great halls of learning—those schools for all—which the wise and the gifted of all ages have built in their books, for the instruction of humanity itself. The love of books is only to be obtained from the reading of books.”

Says Horace Mann: “No one thing will contribute more to intelligent reading in our schools, than a well selected library; and, through intelligence, the library will also contribute to rhetorical ease, grace and expressiveness. Wake up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a school room, where such mechanism still exists. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the days of his life. Let boys and girls of sixteen years of age read an intelligent and popular treatise on astronomy and geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoic-

ing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine—a thing of cranks and pipes—to say nothing of the pleasures and utility it will realize.”

SUPERINTENDENT AND BOARD OF EDUCATION.

Since the propriety of reorganizing the Board of Education, and of appointing a Deputy Superintendent will probably be brought before the next Legislature, I trust I shall be pardoned for reproducing a part of my last report upon this subject.

The duties of the Superintendent have become so varied and arduous that it is impossible to discharge them with credit to himself or with profit and satisfaction to the public. During the last year he has made 1,220 visits to the different public schools, being a monthly average of 111.

“By law, he is required to keep himself acquainted with the progress of public education in other cities, to enable him to suggest improvements and remedy defects in the public schools of San Francisco. He is to advise the teachers as to the best methods of instruction and discipline, and for this purpose he is required to hold teachers’ institutes. He shall exercise a general supervision over all the public schools, and visit and examine each of the 308 classes once in three months, which is an impossibility, if he performs a tithe of his other duties. He shall prepare and examine all the record books in the department, and be always ready to render any aid or perform any duty required of him by the different committees of the Board of Education. He shall also have a general charge of the disbursements of the Department, which now amount to over \$400,000 a year. But I do not speak so much of his duties which are defined by statute, as I do of the requirements of custom and public expectation. He should be always in his office to hear the complaints of disappointed and indignant parents, and decide trifling disputes which should never be known outside of the school room. He must listen to the merits and claims of the numerous applicants for positions, from janitors to the highest officers in the Department, and receive the malediction of all disappointed candidates, and not unfrequently of the successful ones, if they succeed against

his supposed opposition. In the language of my predecessor, 'He must listen to everybody's wants and complaints; accommodate all and displease none; cater to caprices; combat, yet often succumb to, prejudices; defy opposition, yet often yield to it; be everywhere; do everything and know everything; or else he is a very negligent, unfaithful, unkind, unjust, and short-coming Superintendent.'

"His real duties, that of superintending and supervising the instruction and education of the youth attending our public schools, must necessarily be very much neglected while attending to the other numerous duties of his office."

DEPUTY SUPERINTENDENT.

"The rapid growth of the School Department, even under the most perfect organization, renders it necessary that he should be relieved of many duties now devolving upon him. I therefore desire to recommend the necessity of appointing a *Deputy Superintendent* to attend to the general duties and business of the office, so that the Superintendent may devote his entire attention to his appropriate and legitimate duties of visiting schools, advising with teachers and pupils, and supervising the organization and classification of the School Department. There is abundant labor to perform, which will profitably occupy the time and attention of both officers.

"At the last session of the Legislature the Board of Education prepared a bill which provided for the appointment of a Deputy Superintendent and the reorganizing of the Board, making the term of election three years, so that not more than one-third of the new directors should be elected each year, thus always retaining a majority of the old and experienced members in the Board. This wise and meritorious bill, which passed the Assembly, was defeated in the Senate through partisan opposition and misrepresentation. But I hope and trust that some provision of this kind will receive the fair and liberal consideration of the next Legislature and become a law. According to the present statutes, one-half of the Board is elected yearly, but in reality there are always a majority; this year there will be nine mem-

bers, or three-quarters of the Board, elected. This constant change and introducing inexperienced members in the Board of Education will render the School Department liable to great changes and revolutions, which must endanger the stability and usefulness of the public schools. In this connection I desire to urge the propriety and justice of paying the members of the Board of Education for their services. Most of the members are actively engaged in some employment for a livelihood, and can therefore ill afford to spend their time from business to attend to the increasing duties of their office.

“The School Department has now grown to such large proportions that it requires much of each director's time and attention to properly discharge the duties of his office; especially is this the case with the members of certain committees, such as those belonging to the Committee on School Houses and Sites, the Committee on Classification, etc. It is, therefore, neither just nor fair to expect their services unless they are properly remunerated. The public receives the benefit of their labor and should as liberally pay them in proportion to the duties required as other public officers receive for their services.”

CONCLUSION.

In reviewing the history of the School Department for the last year, I have endeavored to present such statistics and suggestions as would be of general interest to the public. The stability and prosperity of our public schools should inspire all with hope, and cheer every heart with gratitude. From a feeble beginning of two teachers and less than a hundred scholars, we have within a score of years increased to over three hundred teachers, and nineteen thousand pupils. The history of civilization has no parallel. If our progress in education is a true index of the progress of the people in character, power and resources, then should every citizen feel a just pride in these evidences of prosperity and future greatness.

To the officers of the School Department our fellow citizens have delegated the responsibility of watching over these schools, and of laying broad and generous the foundation of an educational system which should ever continue to develop a higher

moral and intellectual life. Let us then perform our duty faithfully, and seek to breathe into them all possible efficiency. Let us jealously guard them against all sectionalism. Let us suffer no sectarianism, strife, or bitterness ever to enter them. "Let the spirit pervading them be as broad as the ocean, and as free and as pure as the air above." Let them be kept aloof from party or politics. Let them be wisely guided and guarded. Let them be held steadily to their proper and higher work, and let no cost be spared in supplying them with whatever may be necessary for its accomplishment. Then will our institutions of learning prove a blessing to our city, an honor to our educators, and a benefaction to the Commonwealth.


Respectfully submitted,

JAMES DENMAN,
Superintendent of Public Schools.

REPORT OF THE COMMITTEE ON HIGH AND NORMAL SCHOOLS.

BOYS' HIGH SCHOOL.

The attention of the Board is earnestly called to the condition of the Boys' High School building. Some provision must be made for this school before the opening of the next school year. The utmost number of seats that can be furnished at present is 120; number of pupils last year was 118; number in attendance this year is 150, and provision must be made the next for 200. If order and efficiency are to be maintained in this school, something must be done for its relief. The building never was a suitable one for a public school. Originally a small, flimsily constructed church building of the early era, it was enlarged by the addition of an imposing front, which, while it furnished four



small rooms for class rooms, too small for their present purpose, answered very well for the small beginning, but is totally inadequate to the present wants, and classes are now forced to assemble in the basement thoroughfare, which, when winter comes, can be made comfortable only with great difficulty and considerable expense. Yet I have been reluctant to recommend any expense for alterations when the whole thing is so utterly bad, for it would be poor economy to expend anything on the old building. The truest economy will be to erect a suitable building to meet the wants of the school for some years to come.

Some complaint has been made about overwork in some of the classes, but, upon investigation, I am of the opinion that the complaint is not well founded. One difficulty encountered is the want of preparation in some of the branches required for admission. I would recommend that more prominence be given, in the examinations for admission to the High Schools, to arithmetic. A pupil, to be admitted to either of the High Schools, should be thoroughly grounded in arithmetic, so far as it is necessary for a preparation for the higher branches of mathematics, at least as far as square and cube roots. The time of the teachers of the High Schools should not be necessarily spent in exercising pupils on branches that should have been thoroughly conquered in the Grammar schools. I would recommend, with this view, that more prominence be given to credits in the annual examination for admission to the High Schools, to arithmetical principles. Many who now enter the High Schools do so from proficiency in map-drawing and kindred accomplishments, which give them a high average of credits, when at the same time they are deficient in arithmetic, by reason of which they are unable to take up the work of the High Schools, thereby causing them great embarrassment and mortification. It interferes with the classification, and retards the progress of those who are better prepared. Attention is called to this thus early in the year, that the remedy may be timely applied. This matter is as important to those who do not enter the High Schools as to those who do, for to the most of such it is the only opportunity they will ever have to attain a thorough knowledge of arithmetic.

I would recommend also that the minimum age for admission to the High Schools be fixed at fourteen instead of thirteen as at present. Children ought not to be advanced at too early an age into the study of sciences, before their minds have been sufficiently developed to cope with their principles, and another year would be better spent in the Grammar school than in struggling in the High School with questions beyond their years.

LIST OF GRADUATES.

1866.

David Malloy,
James Lankershire,
Edward Knowles,

Louis Felsenthal,
Maurice Schmitt.

1867.

Robert Coulter,
Frank McLennan,
Frank Sumner,
Stanley P. Newsham,
Henry Morton.

A. P. Benjamin,
Frank Pillings,
James Stern,
Henry R. Coleman.

1868.

William O. Banks,
William W. Garthwaite,
Edward R. Laidley,
Frank Otis,
John C. White,
John E. Ince,
Duncan McNee,
Edwin Mastick,

William C. Gibbs,
Arthur A. Hooper,
Nathan Newmark,
Bradford W. Smith,
Alfred H. Young,
John H. Ryan,
Adelbert Sheldon.

1869.

George Bordwell,
Albert Michelson,
Simon Scherline,
Samuel Fellows,
William Donnovan,
Walter Malloy,
Frank Stohr,

William Wade,
William Carson,
Thomas Barry,
William Mott,
Albert Gerberding,
Joseph McClosky,
Henry Schmitt.

Total, 44.

GIRLS' HIGH SCHOOL.

The great obstacle to the progress of the High Schools has been in the insufficiency of school room accommodations. This has been most severely felt in the Girls' High and Normal school, the building occupied by it being not adequate to the wants of the school for years past, and last year, as the number of the pupils increased, the embarrassment was greater. The building was not only inadequate in respect to room, but was rapidly falling into ruin. The Board of Education have at length contracted for an ample wooden building, on the same lot on which the old building stands, on the corner of Stockton and Bush streets. The lot is a full fifty vara, and the ground-plan is such as to admit of an enlargement when needed, by the erection of a building on the south side of the lot, fronting on Stockton street, for the accommodation of the training schools when the rooms at present designed for them in the main building are required to meet the wants of the High School proper.

The building is 56 by 92 feet, of wood, on a substantial brick foundation, having two wings each $10\frac{1}{2}$ by $39\frac{1}{2}$ feet, including the entrance halls, and containing the spacious stairways, which afford means for easy communication with the several apartments of the interior.

The exterior of the building will be finished in a neat, substantial, but not costly manner, with the leading characteristics of the Ionic order. The roof will be surmounted by an appropriate cupola. The structure is being built in a very substantial manner, with unusually heavy timbers securely united.

Interior.—The first and second stories are $14\frac{1}{2}$ feet in height, the third story being $15\frac{1}{2}$ feet. Means of ingress and egress are ample, convenient and safe, consisting of four doorways, two in front and two in the rear, each seven feet wide. The interior is well lighted and ventilated throughout. Fresh air is introduced through 52 ventilating registers near the floors, and the impure air escapes through ventilators near the ceilings, and is ejected through the base of the cupola on top of the roof.

The distribution in the first and second stories is uniform, each containing four class rooms, 27 by 34 feet; four wardrobe rooms,

each 6 by 18 feet; two teachers' rooms, 10 by 14½ feet, with a spacious hall transversely through the centre of the building, and communicating with the halls and stairways at each side.

The third story contains an assembly room 54 by 55 feet, and two class rooms, each 27 by 34 feet, so arranged with sliding doors as to form a large assembly room, 54 by 90 feet. The wardrobe and teachers' rooms are each supplied with marble-topped washstands and water. Each class room is so constructed that one can pass from one to the other without the necessity of entering the halls.

Altogether the plan is most complete, and the structure, when finished, will be one of the best arranged school houses in the State. It will be for the Board to determine what disposition shall be made of the old building now in use when the new one is finished. In the plan it was contemplated to include the ground where it stands in the school yard.

The progress of this school, under its present efficient Principal, has been satisfactory. There has been no change made in the course of instruction. The whole number of pupils enrolled is 185, distributed in the following classes: Senior class, 38; middle, 50; junior, 97. Average attendance, 98 per cent. Of the whole number in attendance, seventy-five per cent. are connected with the training classes, preparing themselves as teachers.

The Girls' High school was organized in June, 1864. It has graduated 118, and the whole number of pupils since the organization of the school is 415; the percentage of graduation to the whole number therefore is 55. The number that may be expected at opening of the school in the summer of 1870, is about 300.

NAMES OF THE GRADUATES OF THE GIRLS' HIGH AND NORMAL SCHOOL.

FIRST CLASS—GRADUATED MAY 30, 1865.

Miss Helen M. Dickerman,
Miss Susan H. Lankershim,
Miss Kate Bonnell,
Miss Mary A. H. Estabrook,

Miss Era J. Smith,
Miss Lucy V. Smith,
Miss Clara J. Neal,
Miss Ellen Holmes,

Miss Maria E. O'Conner,
Miss Evelyn Mosse,
Miss Frances Holmes,
Miss Philena F. Sherman,
Miss Theodocia J. Carter,
Miss Mary J. Bragg,

Miss Mary E. Weygant,
Miss Helen M. Satterlee,
Miss Grace W. Wright,
Miss Sarah E. Porter,
Miss Lydia A. Clegg,
Miss Sarah M. Gunn.

SECOND CLASS—GRADUATED MAY 29, 1866.

Miss Julia A. Hutton,
Miss Naomi E. Hoy,
Miss Annie V. Lunt,
Miss Mary E. Morgan,
Miss Mary E. Perkins,
Miss Mary E. Casebolt,
Miss Susan M. Currier,

Miss Alice C. Allen,
Miss Caroline E. Younger,
Miss Sallie Johnston,
Miss Anita C. Ciprico,
Miss Frances M. Benjamin,
Miss Clara W. Gerberding.

THIRD CLASS—GRADUATED MAY 28, 1867.

Miss Clara Bucknam,
Miss Harriet P. Burr,
Miss Ida E. Dickens,
Miss Martha E. Dames,
Miss Lizzie Johnston,
Miss Mary A. O'Brien,
Miss Rebecca P. Paul,
Miss Augusta C. Robertson,
Miss Helen E. Roeben,
Miss Adelaide B. Sawyer,
Miss Mary Williams,
Miss Annette L. White,
Miss Grace Chalmers,
Miss Adele C. Köhncke,
Miss Sarah F. Clarke,
Miss Carrie A. Watson,
Miss Annie J. Perry,

Miss Sarah H. Mayers,
Miss Isabel Whitney,
Miss Esther Goldsmith,
Miss Amelia Wells,
Miss E. LeBreton Gunn,
Miss Edwina C. Perkins,
Miss Mary F. Caswell,
Miss Nellie M. Sarker,
Miss Caroline Pearce,
Miss Caroline May,
Miss Ella Morse,
Miss Clara G. Dolliver,
Miss Elizabeth C. Capprice,
Miss Susan B. Cooke,
Miss Mary A. Haswell,
Miss Annie E. Stevens,
Miss Abby F. Sprague.

FOURTH GRADE—GRADUATED MAY 26, 1868

Miss Ida Virginia Doyle,
Miss Annie E. Benson,
Miss Emily Abbott,
Miss Susie Heydenfeldt,
Miss Mary D. Stevens,
Miss Margery C. Robertson,

Miss Maggie Cameron,
Miss Florence L. G. Ames,
Miss Maggie J. Gallagher,
Miss Susie H. Earle,
Miss Georgie E. Morton,
Miss Mary A. Thayer,

Miss Pauline Wetzlar,
Miss Esther Seligsohn,
Miss Susan C. Marden,
Miss Amelia Goldstein,
Miss Sarah J. Boyle,
Miss Lizzie C. Wells,
Miss Mary Williams,
Miss Sarah R. Avery,
Miss Susan M. Wood,
Miss Mary E. Bennett,
Miss Lillie W. Martin.

Miss Clorinda Roltanzi,
Miss Mary Ella Coffin,
Miss Annie E. Dowling,
Miss Alice C. Gregg,
Miss Caroline A. McEwen,
Miss Jane E. Stanford,
Miss Jennie Hopkins,
Miss Mary E. Gallagher,
Miss Annie B. Earle,
Miss H. Gertrude Soule,

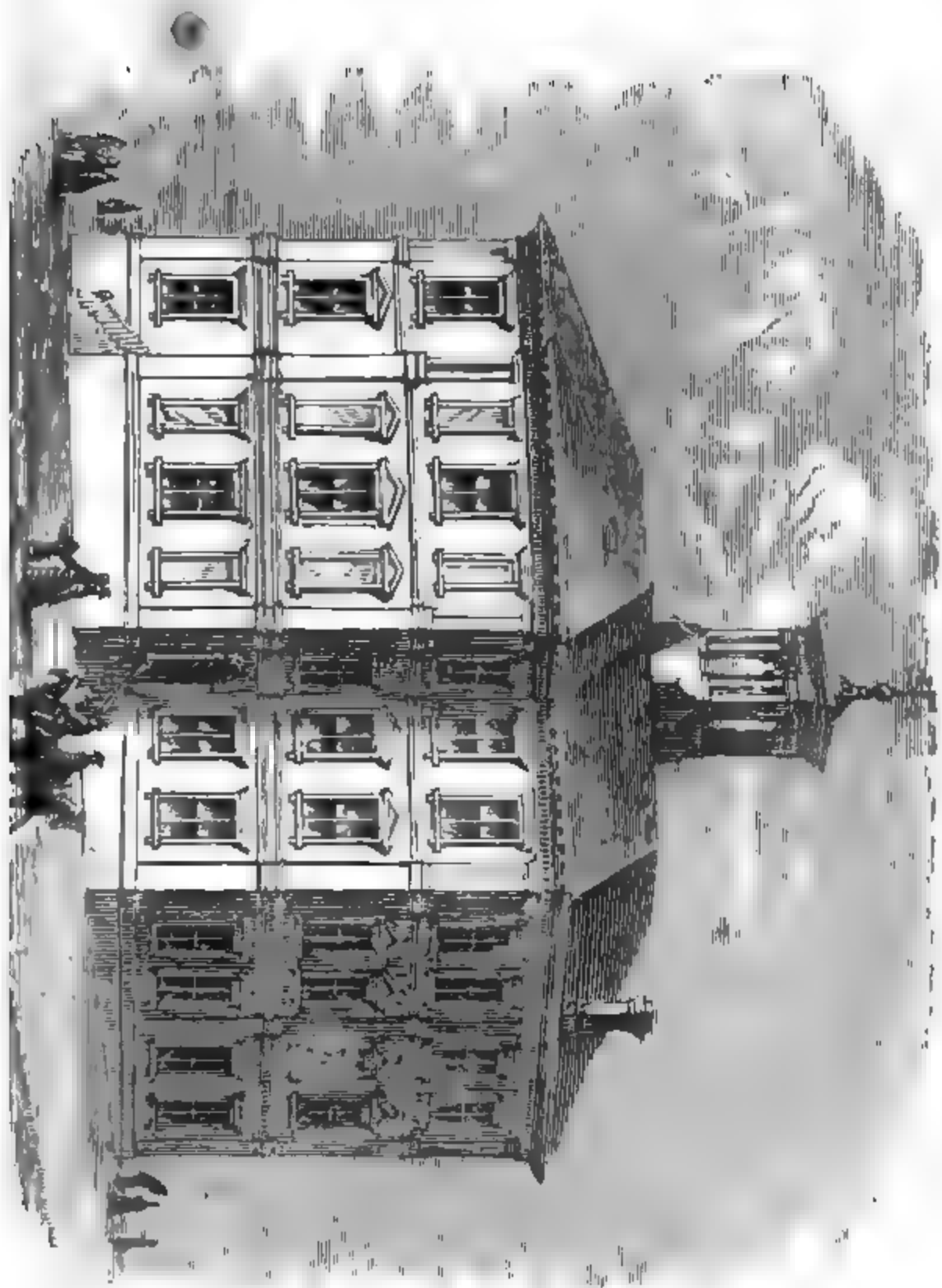
FIFTH CLASS—GRADUATED JUNE 4, 1869.

Miss Jeannett Alison,
Miss Mary A. Ahern,
Miss Mary G. Mott,
Miss Blanche Hirth,
Miss Henrietta Rothschild,
Miss Lou Templeton,
Miss Nina Patten,
Miss Katie McFadden,
Miss Emma Smith,

Miss Angie Crary,
Miss Cecelia Carter,
Miss Jennie Johnston,
Miss Belle Wheaton,
Miss Pauline Langstadter,
Miss Mary Wheeler,
Miss Serafina Fleres,
Miss Josie Cobleigh,
Miss Susie Robinson.

For the Committee,

J. D. B. STILLMAN, M. D., Chairman.



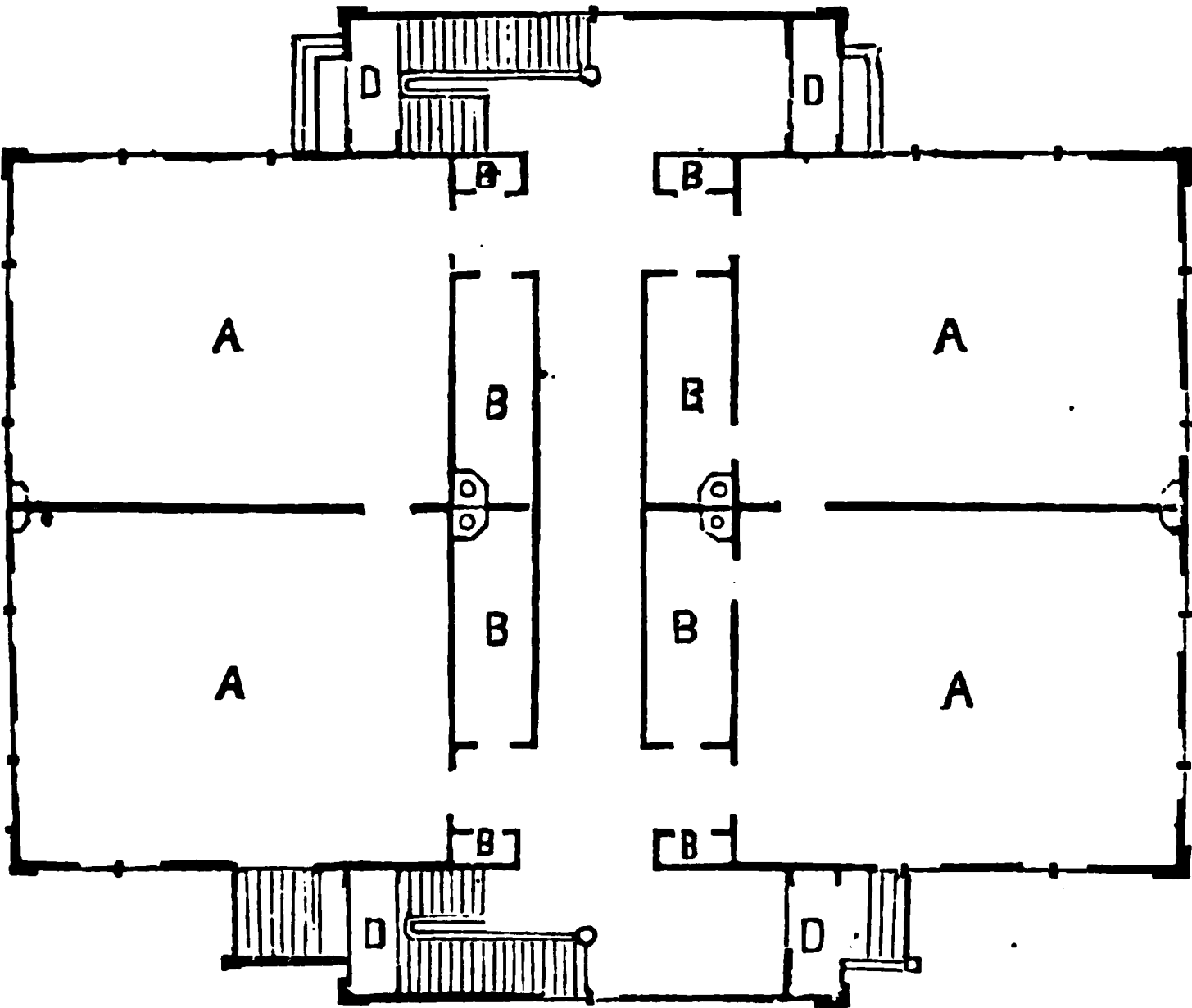


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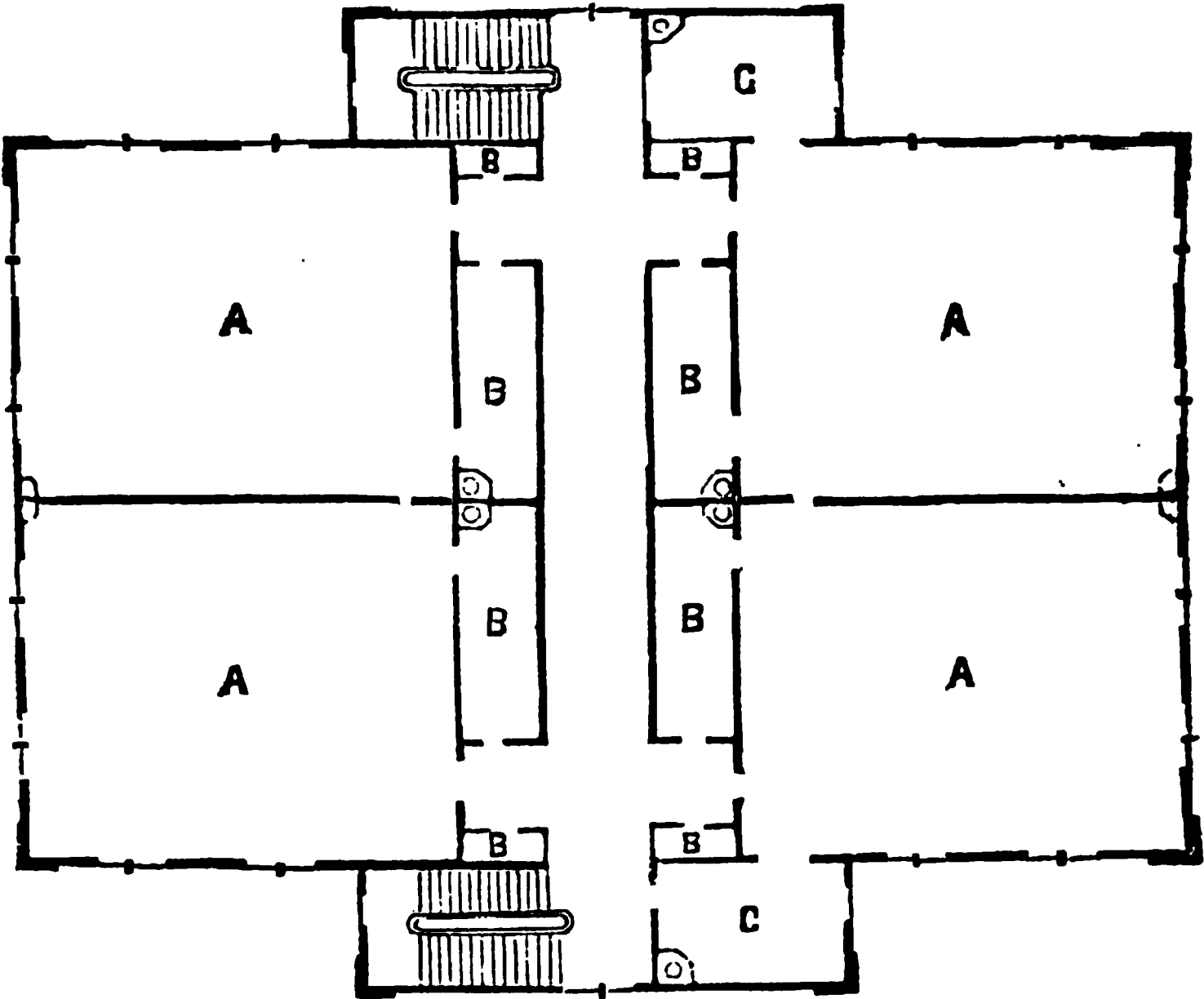
FIRST STORY.

AAAA..Recitation Rooms.

BBBB..Clothes Rooms.

DDDD..Vestibules

See Description of Building, p. 317.

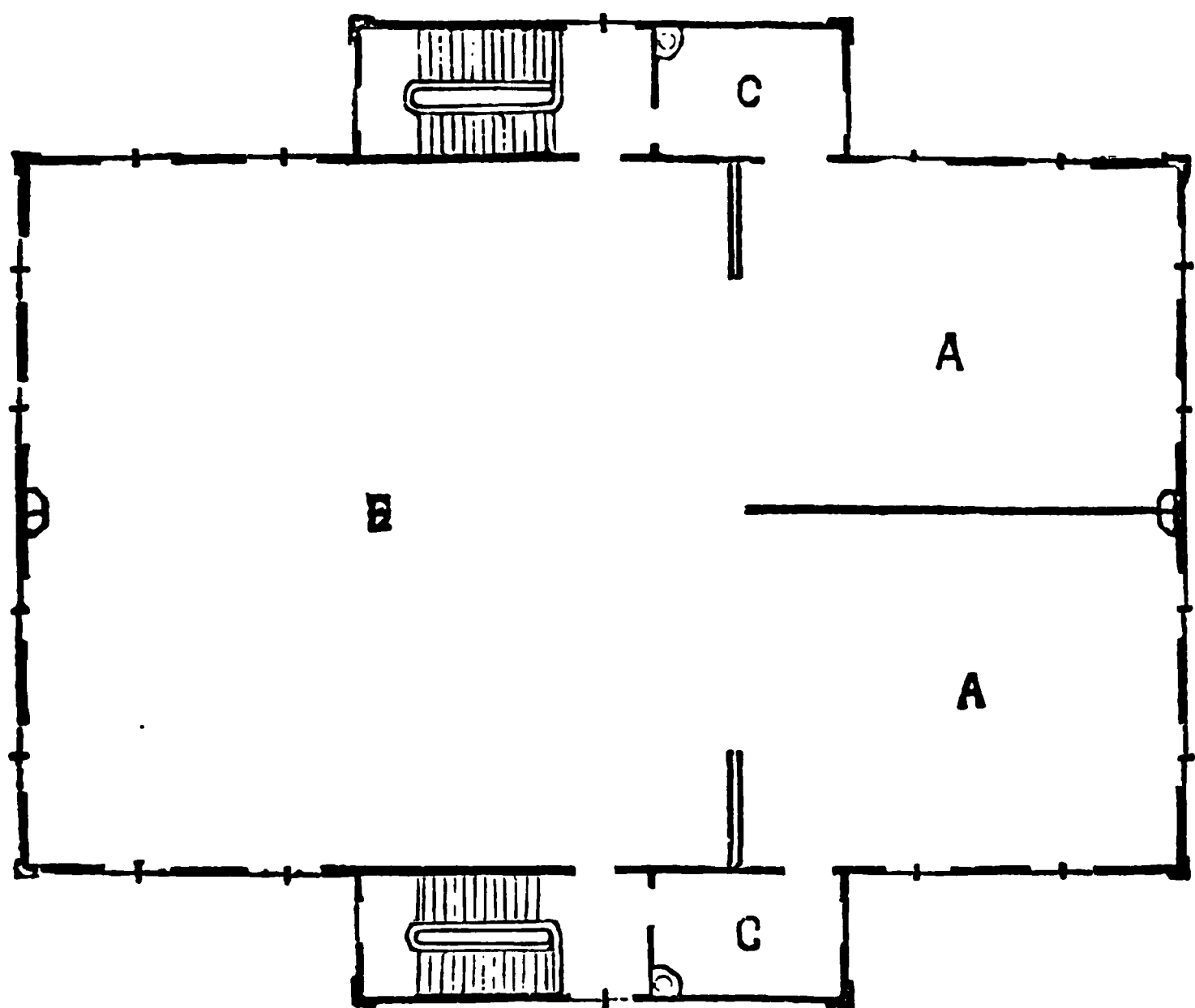


SECOND STORY.

AAAA..Recitation Rooms.

BBBB..Clothes Rooms.

CC..Teachers' Rooms.



THIRD STORY.

AA ..Recitation Rooms.

E..Assembly Hall.

CC..Teachers' Rooms.

PUBLIC SCHOOL HOUSE,

SOUTH SAN FRANCISCO.

This fine building is now in the course of construction and is very nearly completed. It is situated on the corner of L street and Fourteenth avenue, in the rapidly improving locality known as South San Francisco, south of Mission Bay. The size of the lot used for the purpose is 150 by 100 feet, one hundred of which was donated by the citizens of that locality, and the balance was purchased by the Board of Education.

The building is a parallelogram, $58\frac{1}{2}$ feet by $95\frac{1}{4}$, two stories high, having projections in the centre of the front and rear, each 3 by $25\frac{1}{2}$ feet, in which the entrance doorways are placed. The structure is of frame, strong, heavy and substantially built. It will give ample accommodations for 480 scholars and their teachers. Two spacious stairways afford communication with the second story.

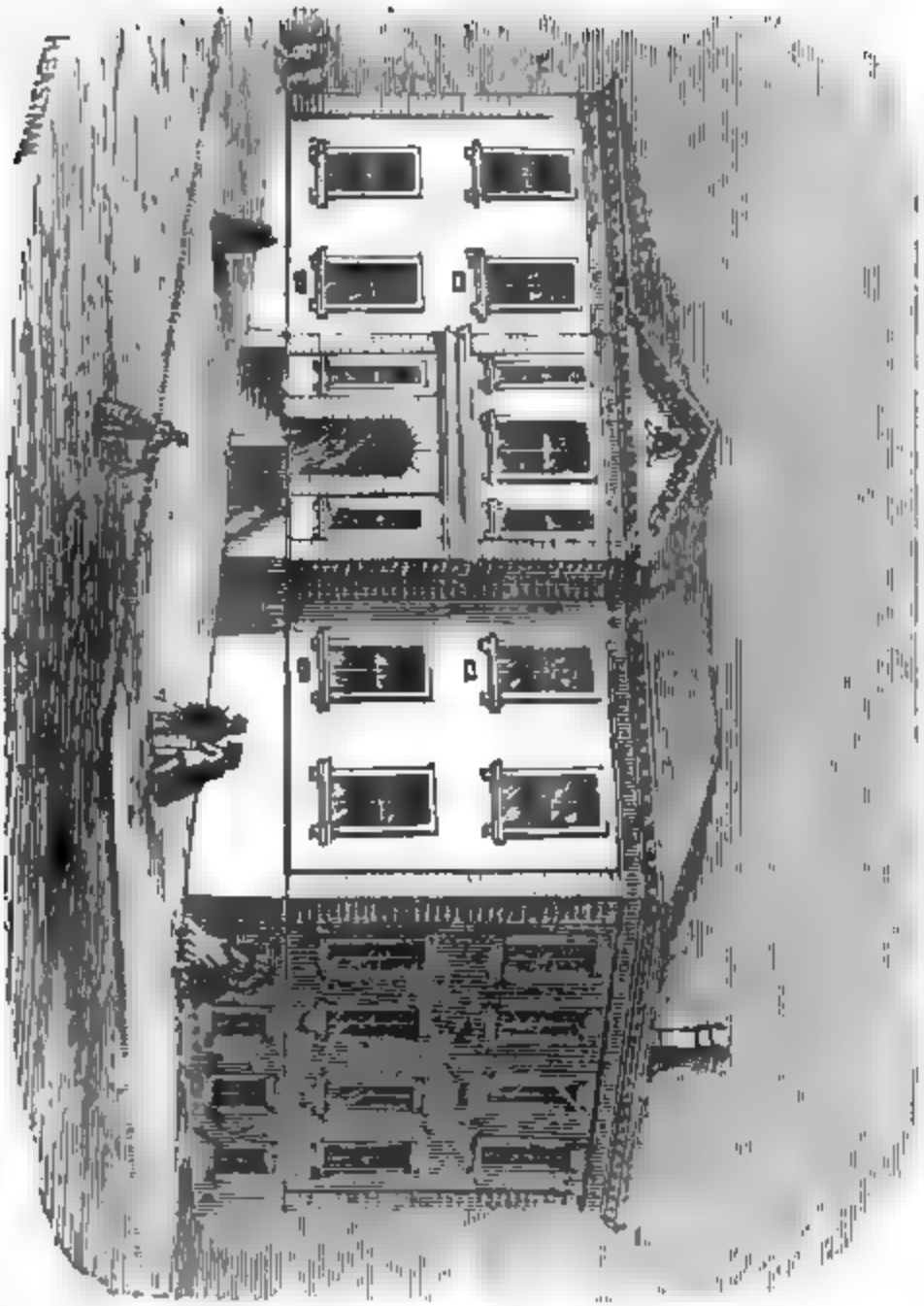
The first floor contains four class-rooms, each 28 by 34 feet, four wardrobe rooms, each 6 by $20\frac{1}{2}$ feet, together with a hall $11\frac{1}{4}$ feet wide, the story being $14\frac{1}{2}$ feet high. The second story is 15 feet high, and contains two class-rooms, each 28 by 34 feet, two wardrobe rooms, each 6 by $20\frac{1}{2}$ feet, together with an Assembly Hall, 56 by 56 feet, for school examinations and exhibitions, which is a great convenience to citizens of that district.

The interior is well lighted and ventilated. Fresh air is introduced through metallic ventilating registers near the floor, and the impure air will escape through the ventilators near the ceiling into the roof, whence it will be discharged by means of louvre

windows in the front and rear gables. The exterior presents a plain but very pleasing appearance, and is finished with rustic surfaces, quoins, and with an expressive cornice around the building; the whole is painted in light color, which gives the structure an air of cheerfulness.

It is a source of pleasure to observe this evidence of the progress of our school system, of which the people in that rapidly advancing quarter may indulge a just pride. For this elegant and valuable improvement, they will doubtless feel under some obligation to Mr. H. F. Williams, School Director for that District, through whose exertions mainly, and the favor of Superintendent Denman and the Board of Education, they possess a school edifice which must be regarded as an ornament to that part of the city.

WM. CRAINE, Architect.



PUBLIC SCHOOL HOUSE, SOUTH SAN FRANCISCO.
Wm. Claure, Architect.
Erected in 1888. Cost, \$18,400.



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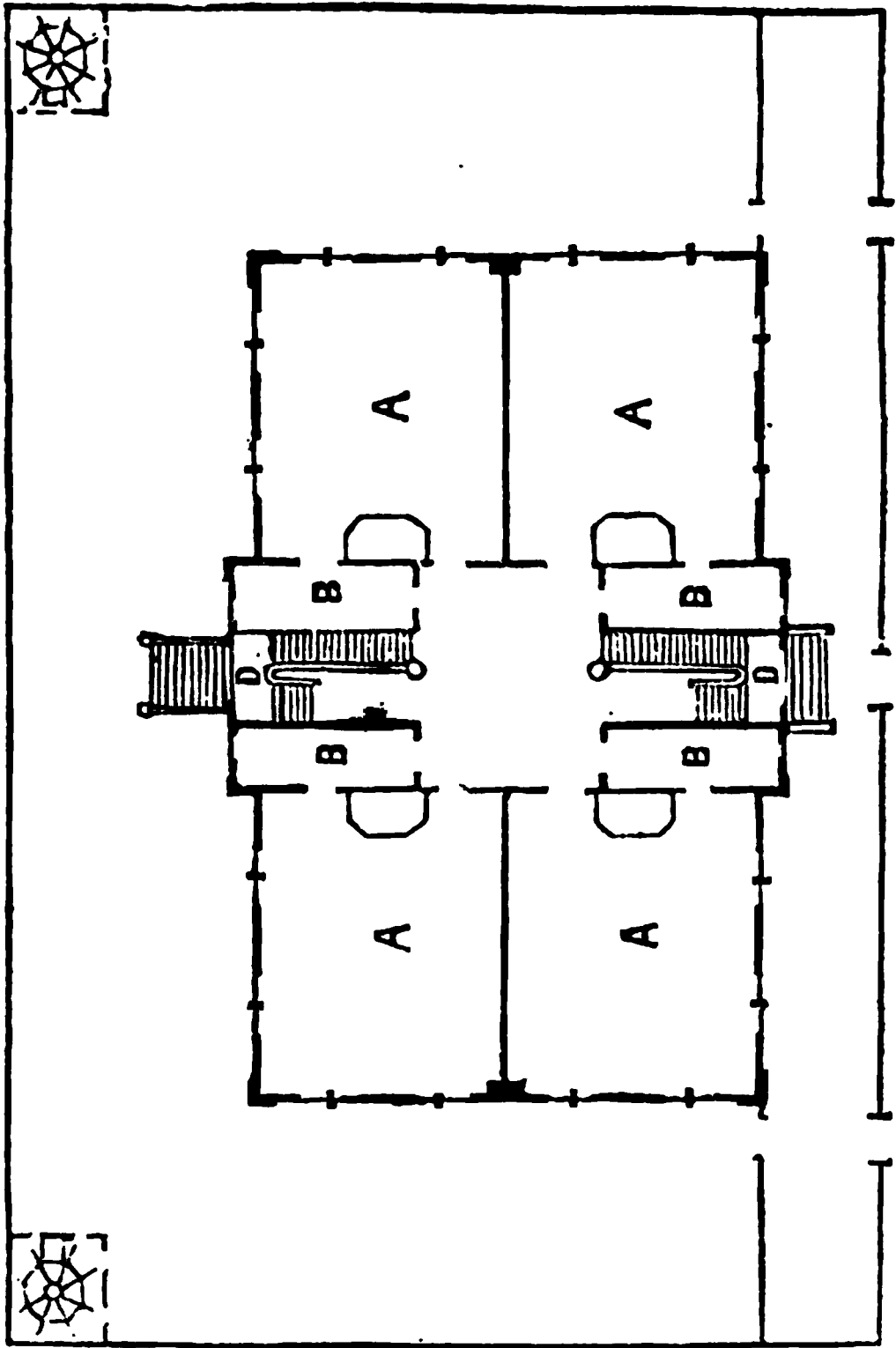
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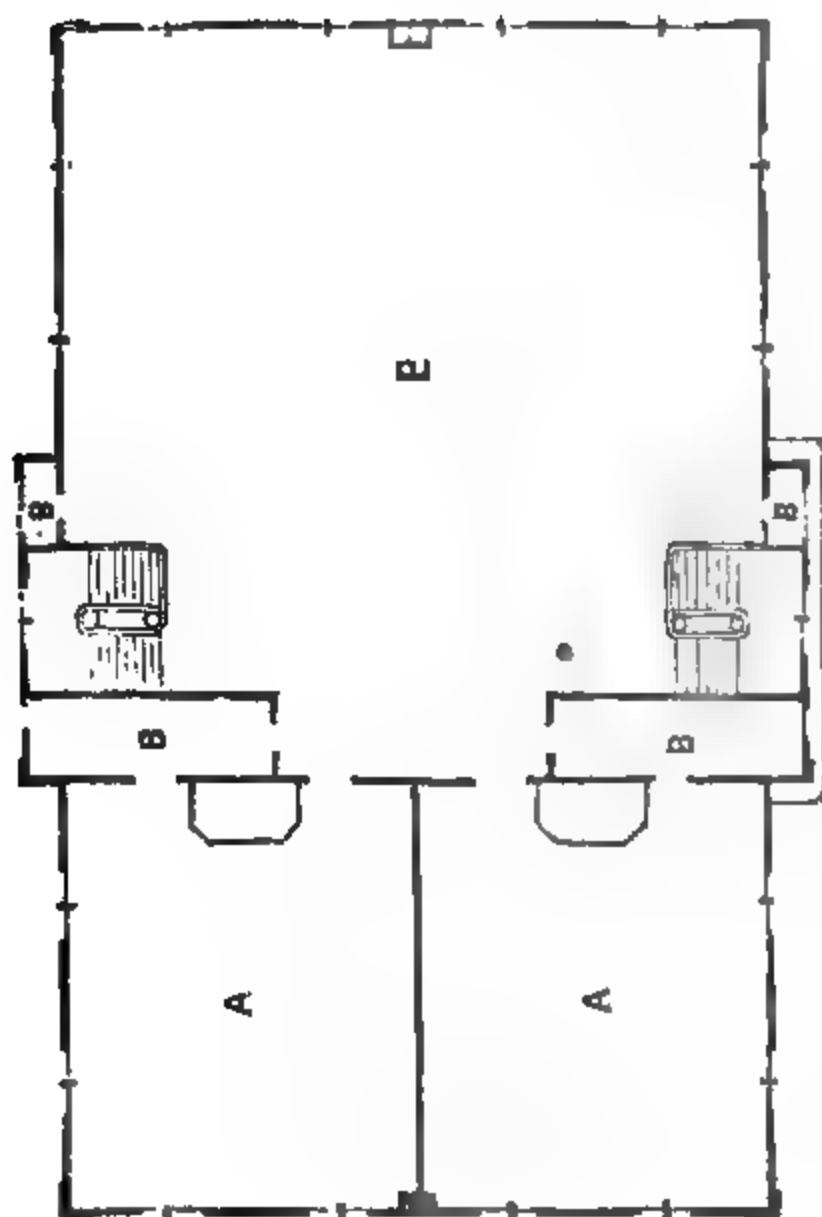
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PLAN OF FIRST STORY, YARDS, ETC.

AAAA..Recitation Rooms. BBBB..Clothes Rooms DD..Vestibules.



SECOND STORY.

A.A. .Recitation Rooms.

B.B.B.B. .Clothes Rooms.

E..Assembly Hall.

APPENDIX.

MEMBERS OF THE BOARD OF EDUCATION, OFFICERS AND STANDING COMMITTEES, FOR THE SCHOOL YEAR ENDING JUNE 30, 1869.

PRESIDENT.....H. A. COBB.

MEMBERS.

- 1st District—E. H. COE, 22 City Hall. Dwelling, east side of Calhoun street, between Union and Green.
- 2d District—THOS. H. HOLT, No. 3 City Hall. Dwelling, No. 1803 Stockton street.
- 3d District—WM. SHEW, 417 Montgomery street.
- 4th District—H. A. COBB, 327 Montgomery street. Dwelling, No. 1413 Powell street.
- 5th District—J. D. B. STILLMAN, M. D., 17 Post street.
- 6th District—WM. HENRY KNIGHT, 609 Montgomery street. Dwelling, 1217 Clay street.
- 7th District—J. F. MEAGHER, 418 Montgomery street. Dwelling, No. 61 Minna street.
- 8th District—EDGAR BRIGGS, S. E. corner Sansome and Sacramento streets. Dwelling, 128 Turk street.
- 9th District—R. H. SINTON, 509 California street. Dwelling, 36 South Park.
- 10th District—A. K. HAWKINS, 645 Market street. Dwelling, No. 829 Howard street.

11th District—H. F. WILLIAMS, 407 California street. Dwelling, Seventeenth avenue, near Railroad avenue.

12th District—J. M. BURNETT, 57 Exchange Building, corner Montgomery and Washington streets. Dwelling, northwest corner Polk and Jackson streets.

JAMES DENMAN—*Superintendent of Public Schools*—Office, No. 22 City Hall.

GEO. BEANSTON—*Secretary of Board of Education*—Office, No. 22 City Hall.

RICHARD OTT—*Clerk of Board of Education*—Office, No. 22 City Hall.

JAMES DUFFY—*Messenger*—No. 22 City Hall.

STANDING COMMITTEES.

Nomination of Teachers—Directors Meagher, Williams, Knight, President and Superintendent.

Rules and Regulations—Directors Shew, Hawkins and Burnett.

Classification and Course of Instruction—Directors Knight, Burnett, Sinton, and Superintendent.

High and Normal Schools—Directors Stillman, Hawkins and Burnett.

Cosmopolitan Schools—Directors Briggs, Burnett and Meagher.

Text-Books and Music—Directors Shew, Burnett and Hawkins.

Furniture and Supplies—Directors Sinton, Briggs and Meagher.

School Houses and Sites—Directors Williams, Sinton and Stillman.

Evening Schools—Directors Hawkins, Briggs and Williams.

Salaries and Judiciary—Directors Burnett, Stillman and Hawkins.

Finance and Auditing—Directors Hawkins, Briggs and Sinton.

Teachers' Institute—Directors Knight, Hawkins and Williams.

Printing—Directors Coe, Knight and Williams.

Janitors—Directors Sinton, Shew and Coe.

SCHEDULE OF SALARIES.

77

SCHEDULE OF SALARIES FOR THE SCHOOL YEAR 1868-69.

No.		Salary per Month.	Salary per Annum.	Totals.
BOYS' HIGH SCHOOL.				
1	Principal	\$208 33	\$2,500 00	
3	Assistants, each	150 00	5,400 00	
1	Assistant	100 00	1,200 00	\$9,100 00
GIRLS' HIGH SCHOOL.				
1	Principal	208 33	2,500 00	
2	Assistants, each	100 00	2,400 00	
2	Assistants, each	95 00	2,280 00	7,180 00
CITY TRAINING SCHOOL.				
1	Principal	100 00	1,200 00	
3	Assistants, each	67 50	2,430 00	3,630 00
GRAMMAR SCHOOLS.				
10	Grammar Masters, each	175 00	21,000 00	
2	Principals, each	125 00	3,000 00	
8	Sub-masters, each	125 00	12,000 00	
1	General Assistant	100 00	1,200 00	
10	Head Assistants, each	83 33	10,000 00	
11	Assistants, teaching 2d grade classes, each	75 00	9,000 00	
37	Assistants, each	70 00	31,080 00	
4	Prob. Teachers, each	55 00	2,640 00	90,820 00
PRIMARY SCHOOLS.				
8	Principals, each	100 00	9,600 00	
1	Principal	90 00	1,080 00	
4	Principals, each	85 00	4,080 00	
9	Principals, each	75 00	8,100 00	
135	Assistants, each	67 50	109,350 00	
20	Prob. Teachers, 1st grade, each	55 00	13,200 00	
21	Prob. Teachers, 2d grade, each	50 00	10,800 00	156,210 00
COLORED SCHOOL.				
1	Principal	100 00	1,200 00	1,200 00
CHINESE SCHOOL				
1	Principal	75 00	900 00	900 00
SPECIAL TEACHERS.				
2	Teachers of Music, each	150 00	3,600 00	
2	Teachers of Drawing, each	150 00	3,600 00	7,200 00
309				\$276,340 00

GRADUATES OF GRAMMAR SCHOOLS, 1869.

LINCOLN SCHOOL.

Arthur F. Low, Edward A. Rix, Frank D. Wheeler, J. H. Ham, George W. Kretzinger, Thomas F. Maguire, William H. McClintock, J. H. Cutter, Eugene G. L. Hoeber, James S. Kennedy, Charles Young, E. P. Wingerton, Marks Myer, Samuel P. Hall, Foster Cole, James F. Ryan, Henry P. Share, Cyrus T. Loveland, Thomas E. Brennan, Charles Morrell, Jr., George Toy, Clinton Thompson, T. Fitzpatrick, Conrad W. Hubner, Josiah Royce, and Wm. C. Maurer.

DENMAN SCHOOL.

Misses Mary T. Kennedy, Georgia A. Traver, Sarah J. Regan, Alameda F. Ross, Carrie L. Powers, Avyette Taylor, Cecelia Sonnenberg, Josephine Norcross, Susie R. Colburn, Mary F. Mitchell, Minnie H. Morse, Rebecca Jacobs, Lizzie Cocks, Ella A. Clark, Katie T. Johnson, Theresa Hermann, Annie R. Stopp, Ella F. Cottle, Jennie Bell, Matilda Lipman, Carrie Van Zandt, Sophia G. Buhlmann, Mary E. Thayer, Maranme Bonnard, Emma Whitely, Eva Cohn, Mary L. Norton, Maggie E. Little, Ida M. Kervan, Pauline Raphael, Alice R. Moyle, Mary Neal, Gertrude Gallagher, Mary Ross, Fannie Savage, Mary E. Donnelly, Hattie E. Bonner, Alice St. John, Ruth M. Mathews, Mary C. Plum, Agnes H. Lemme, Addie L. Chapin, Lizzie G. Fruchnicht, Emma O. Kibbe, Fannie Hawley, Daisy C. Heydenfeldt, Mary Harrigan, Ella D. Hendrickson, Lizzie S. Root, Emma Kipp, Annie N. Shaw, Emma Cummings, and Lizzie F. Norris.

RINCON SCHOOL.

Misses Sarah L. Robinson, Annie Pendergast, Sarah E. Crossett, Ellen F. Bowse, Ella L. Cornell, Lisa Dickens, Maggie Hendrey, Ada Robbins, Nellie Kelsey, Belle Robertson, Emma W. Healy, Helen M. Oakley, Delia J. Ford, Ettie Cording, Mary A. Bunker, Lolita Schreiber, Alice Booth, Eliza E. A. McPhun, Hannah Phillips, Fannie Hare, Clara M. Greene, Abbie A. Hillman, Lizzie Barton, Katie Havens, Eva S. Anderson; and Abbie L. Hunt.

BROADWAY SCHOOL.

Misses Lizzie Smith, Betsy Peiser, Celnia R. Carraw, Carrie K. Gerholdt, Mary E. D. Blackstaff, Lizzie M. Brooks, Henrietta Myer, Emma Schenk, Corinne C. Harned, Ella E. Chase, Katie Dunstan, Emma M. L. Latham, Mary E. Flynn, Effie B. Quint, Lallah R. Scooffy, Eleonora Van Den Berg, Ella Fenner, Mary J. Holden, Mary T. Harding, Josephine Miller, Carrie Malmgren, Mary E. A. Doran, Sarah Henry, Lama Belle Rogers, and Jennie Bryan.

WASHINGTON SCHOOL.

Edward Blake, John Chalmers, W. J. Cotter, William Chamberlain, Charles G. Culver, Harry Dam, Isaac Hinton, Herman Herzogg, Isidore Levy, Charles Perkins, James Radford, and Horatio Reynolds.

SOUTH COSMOPOLITAN SCHOOL.

Misses Nellie O'Loughlen, Mary C. King, Genevieve L. Hilton, Carrie Stern, Malvina C. Pelton, Lillie B. Monmonier, Mary Anderson, Anita A. Sack, Mary E. Robert, Dena Krone, Clara Popper, Lillian Dennis, Virginia M. Deck, Matilda Langfeld.

Masters James John Searle, Martin Manasse, Frank A. Hollub, Frank C. Smith, Samuel Bennett, Edward A. Abell, Robert Y. Hayne, J. C. Johnson, Alexander Falkenstein, William Robinson, Rudolph Herold, Charles E. Brown, Robert W. Roberts, and John H. Pfister.

UNION SCHOOL.

Abraham Tichnor, Victor Chaigneau, Marks Frank, Morris Grossman, Christian Hemmrich, and George Meeker.

SPRING VALLEY SCHOOL.

Misses Susan Kelly, Mary Carson, Ida Otis, Mary Bowles, Susan Kneedler, and Helena Callsen.

Masters John Norton, Henry Cumisky, John Howell, Isaac Fouratte, and Franklin Williams.

MISSION SCHOOL.

Misses Dora B. Harris, Lizzie Hutchinson, Mary C. B. Varney,
Mary J. Connell, Julia A. B. Geddes, and Delia Cronan.

Masters Wm. W. Randall, Henry Borchert, Charles McFadden,
Willie F. Cammet, S. W. Blaisdell, Stephen Doyle, John Bell,
and John B. Clark.

MEDAL SCHOLARS—1869.

LINCOLN GRAMMAR SCHOOL.

FIRST GRADE.

Gold Medals.

Harry Cutter,

Geo. Kretsinger.

Silver Medals.

J. Appel,

T. Maguire,

E. Ackerman,

C. Thompson,

C. Funkenstein,

Thomas Brennan,

F. McKinley,

A. Thurston,

Samuel Frank.

SECOND GRADE.

Silver Medals.

Frank Darling,

Samuel Weitz,

Bernard Hirsch.

Bronze Medals.

David B. Ward,

Harry Webb,

Eugene O. Blethen,

Joseph Davidson.

THIRD GRADE.

Silver Medals.

Richard Luke,

Charles Sharp,

Richard Schumacher.

Bronze Medals.

John Grapel,

Robert Campbell,

William Cowperthwaite,

John Duane,

who was entitled to a silver medal, but was obliged to take a bronze medal on account of having taken a silver medal last year.

FOURTH GRADE.

Silver Medals.

John Zolver,

Leon Thal,

Henry Shillock,

Robert Adler.

Bronze Medal.

Robert Folger.

DENMAN GRAMMAR SCHOOL.

FIRST CLASS.

Gold Medal.

Ella F. Cottle.

Silver Medals.

Theresa Hermann,

Addie L. Chapin,

Mary E. Donnelly (2d award),

Mary A. Harrigan,

Ella D. Hendrickson,

Katie T. Johnson,

Emma Kibbe,

Ida M. Kervan,

Emma Kipp (2d award),

Matilda E. Lipman,

Maggie Little,

Josie A. Norcross,

Mary Neal,

Lizzie F. Norris,

Mary C. Plum,

Pauline Raphael (2d award),

Mary Ross,

Alice St. John,

Cecelia Sonnenberg,

Fannie Savage,

Annie W. Shaw,

Mary E. Thayer,

Carrie Van Zandt,

Emma L. Whitely.

SECOND GRADES.

Silver Medals.

Emma Raycroft,

Maria V. Morse (3d award),

Katie Hassen,

Emma Churchill.

PUBLIC SCHOOL REPORT.

THIRD GRADES.

Alice Bovyer,
Mary V. Colburn,

Fannie Cheney (2d award),
M. Louise Donnelly.

FOURTH GRADES.

Fannie H. Eyre,
Florence Henderson,

Maggie Hutchinson (2d aw.)
Nellie Evans.

FIFTH GRADES.

Eugenia Waters,

Mary E. Senatz.

SIXTH GRADE.

Ida M. Hartford.

BROADWAY GRAMMAR SCHOOL.

FIRST GRADE.

Gold Medal.

Betsy Peyser.

Silver Medals.

Mary Holden,
Ella Fenner,

Josephine Miller,
Corinne Harned,

Eleonora Van Den Bergh.

SECOND GRADE.

Silver Medals.

Rachel Silverstein,
Bertha Block,

Ethel Hoye,
Lucy Burke.

THIRD GRADE.

Jennie Smith,

Alice Call.

FOURTH GRADE.

Louisa Brandt.

FIFTH GRADE.

Mary T. Barbat,

Mary Knight.

LOCATION OF SCHOOLS.

NAMES OF TEACHERS, NUMBER OF PUPILS ENROLLED, THE AVERAGE ATTENDANCE AND THE MONTHLY EXPENSE OF TUITION, BASED UPON THE TEACHERS' AND JANITORS' SALARIES OF SCHOOL YEAR ENDING JUNE 30, 1899.

BOYS' HIGH SCHOOL.

Location.....East side Powell street, near Clay.

Pupils registered, 134; average attendance, 113.7; percentage of attendance, .990; number to each teacher, 22 $\frac{7}{10}$; monthly tuition of each pupil, \$6.54.

TEACHERS.

Theo. Bradley.....	Principal.
A. T. Winn	Assistant.
J. M. Sibley.....	"
A. L. Mann	"
Mrs. C. L. Atwood.....	"

GIRLS' HIGH SCHOOL.

Location.....Southeast corner of Bush and Stockton.

Pupils registered, 138; average attendance, 118.8; percentage of attendance, .976; number to each teacher, 23 $\frac{1}{4}$; monthly tuition of each pupil, \$5.42.

TEACHERS.

Ellis H. Holmes	Principal.
Mrs. C. R. Beals.....	Assistant.
Miss E. A. Cleveland.....	"
Miss S. A. Barr.....	"
Mad. V. G. Brisac.....	Teacher of French.

NORMAL TRAINING SCHOOL.

Location.....South side Market street, near Fifth.

Pupils registered, 217; average attendance, 188.7; percentage of attendance, .941; monthly tuition of each pupil, \$1.12.

TEACHERS.

Mrs. C. H. Stout.....Principal.
Mrs. E. B. Jones.....Assistant.

CITY TRAINING SCHOOL.

Location.....East side Stockton street, near Bush.

Pupils registered, 314; average attendance, 264; percentage of attendance, .936; monthly tuition of each pupil, \$1.15.

TEACHERS.

Mrs. A. E. Du BoisPrincipal.
Miss Annie L. Gray.....Assistant.
Miss Annie B. Earle.....“
Miss Susie H. Earle.....“

LINCOLN GRAMMAR SCHOOL.

Location.....East side Fifth street, near Market.

Pupils registered, 1,279; average attendance, 1,011.2; percentage of attendance, .943; number to each teacher, 49³/₁₀; monthly tuition of each pupil, \$1.84.

TEACHERS.

Bernhard MarksPrincipal.
J. PhelpsSub Master.
W. N. Robertson.....“
L. W. Reed.....“
Mrs. M. J. SankyAssistant.
Miss L. B. Jewett.....“
Mrs. C. L. James.....“
Mrs. B. F. Moore.....“
Mrs. E. F. Pearson.....“
Mrs. M. W. Kincaid.....“
Miss M. T. Kimball.....“
Miss L. S. Swain.....“
Miss C. L. Smith.....“
Miss S. A. Field.....“
Miss Mary Pascoe.....“
Miss Eliza P. Barnes.. ..“

Miss Grace Chalmers.....	Assistants
Miss M. E. Harrington.....	“
Miss M. A. Salisbury.....	“
Mrs. Emma Hunt.....	“
Miss Jennie A. Forbes.....	“
Miss M. M. Guinness.....	“

DENMAN GRAMMAR SCHOOL.

Location.....Northwest corner Bush and Taylor streets.

Pupils registered, 727; average attendance, 664.3; percentage of attendance, .944; number to each teacher, 41⁷/₁₀; monthly tuition of each pupil, \$1.89.

TEACHERS.

John Swett.....	Principal.
Mrs. E. M. Baumgardner.....	Head Assistant.
Miss C. M. Pattee.....	Assistant.
Miss N. A. Doud.....	“
Miss Jessie Smith..	“
Miss Alice Kenney.....	“
Miss A. C. Bowen.....	“
Mrs. E. P. Bradley.....	“
Miss M. J. Little.....	“
Miss A. T. Flint.....	“
Miss C. C. Bowen.....	“
Miss Jennie Armstrong	“
Miss L. L. Gummer.....	“
Miss Lottie McKean.....	“
Miss M. F. George.....	“

RINCON GRAMMAR SCHOOL.

Location....Vassar Place, leading from Harrison st., bet. Second and Third sts.

Pupils registered, 599; average attendance, 555.5; percentage of attendance, .953; number to each teacher 39³/₅; monthly tuition of each pupil, \$2.22.

TEACHERS.

Ebenezer Knowlton.....	Principal.
Miss Helen M. Thompson.....	Head Assistant.

Miss Mary E. Stowell.....	Assistant.
Miss D. S. Prescott.....	“
Miss Margaret Wade.....	“
Miss Lizzie B. Easton.....	“
Miss Lizzie Johnston.....	“
Miss Anna M. Dore.....	“
Miss E. A. Shaw.....	“
Miss Sadie Davis.....	“
Miss C. D. Trask.....	“
Miss Clara Bucknam.....	“
Miss Aug. C. Robertson.....	“
Miss L. A. Winn.....	“
Miss Fronie T. Clapp.....	“

BROADWAY GRAMMAR SCHOOL.

Location.....North side Broadway, between Powell and Mason streets.

Pupils registered, 551; average attendance, 515.8; percentage of attendance, .932; number to each teacher, 47; monthly tuition of each pupil, \$1.95.

TEACHERS.

Prof. W. J. G. Williams.....	Principal.
Miss Maggie McKenzie.....	Head Assistant.
Mrs. L. A. K. Clappe.....	Assistant.
Miss E. M. Tibbey.....	“
Miss Phebe Palmer.....	“
Miss Mary Solomon.....	“
Mrs. B. M. Hurlbut.....	“
Miss S. A. Kelly.....	“
Miss E. J. Morse.....	“
Miss M. A. Haswell.....	“
Miss Susie B. Cook.....	“
Miss Mary A. Ward.....	“

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Location.....North side of Post street, between Dupont and Stockton streets.

Pupils registered, 373; average attendance, 357.8; percentage of attendance, .943; number to each teacher, 44⁷/₁₀; monthly tuition of each pupil, \$2.24.

TEACHERS.

Henry N. Bolander.....	Principal.
Miss L. T. Fowler.....	General Assistant.
Mrs. Louise Dejarlais.....	Head Assistant.
Mrs. A. H. Hamill.....	Assistant.
Miss Lizzie Le B. Gunn.....	“
Mrs. Emily Foster.....	“
Miss F. M. Sherman.....	“
Miss Lizzie York.....	“
Arnold Dulon.....	“

UNION GRAMMAR SCHOOL.

Location.....North side Union street, between Montgomery and Kearny.

Pupils registered, 538; average attendance, 400.6; percentage of attendance, .932; number to each teacher, 44½; monthly tuition of each pupil, \$2.19.

TEACHERS.

Thos. S. Myrick.....	Principal.
Miss Agnes Chalmers.....	Head Assistant.
Philip Prior.....	Sub Master.
Miss Flora E. Smith.....	Assistant.
Miss Sarah Mayers.....	“
Miss Lizzie White.....	“
Miss Annie E. Hucks.....	“
Miss Nellie S. Baldwin.....	“
Miss Ellen G. Grant.....	“
Miss Sallie E. Fox.....	“

WASHINGTON GRAMMAR SCHOOL.

Location.....Southwest corner Mason and Washington streets.

Pupils registered, 346; average attendance, 304.4; percentage of attendance, .945; number to each teacher, 43½; monthly tuition of each pupil, \$2.55.

TEACHERS.

L. D. Allen.....	Principal.
Mrs. Lizzie G. Deetken.....	Head Assistant.

M. M. Scott.....	Sub Master.
Miss Jean Parker.....	Assistant.
Miss S. A. Jessup.....	“
Miss Susie D. Carey.....	“
Miss Carrie Barlow.....	“
Miss Carrie M. Chase.....	“

SPRING VALLEY GRAMMAR SCHOOL.

Location.....South side Broadway, between Larkin and Polk streets.

Pupils registered, 467; average attendance, 385; percentage of attendance, .932; number to each teacher, 48¹/₁₀; monthly tuition of each pupil, \$2.13.

TEACHERS.

Noah F. Flood.....	Principal.
Joseph O'Connor.....	Sub Master.
Miss Carrie P. Field	Head Assistant.
Miss Mary Murphy.....	Assistant.
Miss Frances Simon	“
Miss Aug. P. Fink.....	“
Miss Annie E. Stevens.....	“
Miss Esther Goldsmith.....	“
Miss Mabel F. Phelps.....	“

MISSION GRAMMAR SCHOOL.

Location.....West side Mission street, between Fifteenth and Sixteenth streets.

Pupils registered, 594; average attendance, 501.4; percentage of attendance, .940; number to each teacher, 50¹/₁₀; monthly tuition of each pupil, \$1.92.

TEACHERS.

E. D. Humphrey.....	Principal.
Mrs. Frances E. Reynolds.....	Head Assistant.
J. C. Pelton.....	Sub Master.
Mrs. E. H. Varney.....	Assistant.
Mrs. Mary Humphrey	“
Miss A. A. Rowe.....	“
Miss Jennie Greer.....	“

Miss Maria E. O'Connor.....	Assistant.
Miss A. Ciprico	"
Miss A. M. Jourdan	"
Miss Mary E. Stone.....	"

SHOTWELL STREET GRAMMAR SCHOOL.

Location.....East side Shotwell street, between Twenty-second and Twenty-third.

Pupils registered, 574; average attendance, 472; percentage of attendance, .930; number to each teacher, 47¹/₂; monthly tuition of each pupil, \$1.80.

TEACHERS.

Silas A. White.....	Principal.
Miss Annie A. Hill.....,	Head Assistant.
Miss A. H. Giles.....	Assistant.
Miss Bessie Hallowell.....	"
Miss Hattie L. Wooll.....	"
Miss Grace W. Wright.....	"
Miss Rebecca P. Paul.....	"
Miss Mary J. Morgan.....	"
Mrs. Ellen M. Carlisle.....	"
Miss Mary Little.....	"
Miss Mary E. Bennett.....	"

NORTH COSMOPOLITAN SCHOOL.

Location.....North side Filbert street, between Jones and Taylor.

Pupils registered, 804; average attendance, 679.8; percentage of attendance, .930; number to each teacher, 42¹/₂; monthly tuition of each pupil, \$1.60.

TEACHERS.

Miss Kate Kennedy.....	Principal.
Miss Fannie Mitchell.....	Head Assistant.
Miss Rosa Levinson.....	Assistant.
Miss Abbie F. Aldrich.....	"
Miss Amelia Wells.....	"
Mrs. U. Rendsburg.....	"
Mrs. Bertha Chapuis.....	"

A. Solomon.....	Assistant.
Miss Naomie Hoy.....	“
Miss A. Campbell.....	“
Miss Fannie Soule.....	“
Miss L. Erichson.....	“
Miss Emily Anderfuren.....	“
Mrs. Wm. R. Duane.....	“
Mrs. Laura M. Covington.....	“

TENTH STREET SCHOOL.

Location.....West side Tenth street, between Howard and Folsom.

Pupils registered, 513; average attendance, 377.8; percentage of attendance, .897; number to each teacher, 54; monthly tuition of each pupil, \$1.55.

TEACHERS.

W. J. Gorman.....	Principal.
Mrs. M. Deane.....	Assistant.
Miss Katie A. Galvin.....	“
Mrs. M. Dwyer.....	“
Miss M. A. Hassett.....	“
Miss Lizzie O’Callaghan.....	“
Miss Cornelia Swain.....	“
Miss M. V. M. Whigham.....	“

TEHAMA PRIMARY SCHOOL.

Location.....South side Tehama street, near First.

Pupils registered, 886; average attendance, 811.5; percentage of attendance, .938; number to each teacher, 50¹/₁₀; monthly tuition of each pupil, \$1.52.

TEACHERS.

Mrs. E. A. Wood.....	Principal.
Mrs. S. N. Joseph.....	Assistant.
Miss F. A. E. Nichols.....	“
Miss Hattie A. Lyons.....	“
Miss Maria L. Soule.....	“
Miss M. F. Smith.....	“

Miss M. Howard	Assistant.
Miss A. S. Ross	"
Miss Helen A. Grant	"
Miss Julia M. Gelston	"
Miss E. White	"
Miss Julia A. Hutton	"
Miss E. Gallagher	"
Miss S. H. Whitney	"
Miss Gertrude Soule	"
Miss M. J. Hall	"
Miss Sallie Hall	"

LINCOLN PRIMARY SCHOOL.

Location.....Southeast corner of Market and Fifth streets.

Pupils registered, 719; average attendance, 658.4; percentage of attendance, .925; number to each teacher, 54⁹/₁₀; monthly tuition of each pupil, \$1.43.

TEACHERS.

Miss Kate Sullivan	Principal.
Mrs. Fannie Holmes	Assistant.
Mrs. M. H. Woodworth	"
Miss Nellie A. Littlefield	"
Miss Bessie Molloy	"
Miss Carrie L. Hunt	"
Miss Katie B. Childs	"
Miss Lydia A. Clegg	"
Miss Gazina Garrison	"
Miss Maggie L. Jordan	"
Mrs. L. T. Hopkins	"
Miss Kate McLaughlin	"
Miss Christina McLean	"

FOURTH STREET PRIMARY.

Location.....Northwest corner of Fourth and Clay streets.

Pupils registered, 554; average attendance, 502; percentage of attendance, .921; number to each teacher, 50²/₁₀; monthly tuition of each pupil, \$1.61.

TEACHERS.

Mrs. Lucy A. Morgan	Principal.
Miss S. H. Thayer.....	Assistant.
Miss Anna Gibbons.....	“
Miss Chlora Comstock	“
Miss M. A. Stincen.....	“
Mrs. R. F. Ingraham.....	“
Miss Hattie J. Estabrook.....	“
Miss T. J. Carter.....	“
Miss Julia B. Brown.....	“
Miss A. Beers.....	“
Miss E. McKie.....	“

SOUTH COSMOPOLITAN PRIMARY SCHOOL.

Location.....North side Post street, between Dupont and Stockton streets

Pupils registered, 527; average attendance, 475; percentage of attendance, .930; number to each teacher, 52⁸/₁₀; monthly tuition of each pupil, \$1.46.

TEACHERS.

Miss Minna Graf	Principal.
Miss Grace Smith	Assistant.
Miss C. E. Campbell.....	“
Miss E. Siegemann.....	“
Mrs. Helen E. Moulton.....	“
Miss Sarah Miller	“
Miss Adele Koehncke.....	“
Miss C. Pohlmann.....	“
Miss Amelia Joice.....	“
Miss C. Dorsch	“

MASON STREET COSMOPOLITAN PRIMARY SCHOOL.

Location.....East side Mason street, between Post and Geary.

Pupils registered, 250; average attendance, 198.7; percentage of attendance, .923; number to each teacher, 49⁷/₁₀; monthly tuition of each pupil, \$1.57.

TEACHERS.

Mrs. P. C. Cook	Principal.
Miss V. Coulon	Assistant.
Mad. Marie Dupuy	"
Miss S. E. Duff	"

GEARY STREET COSMOPOLITAN PRIMARY SCHOOL.

Location.....South side Geary street, between Jackson and Powell streets.

Pupils registered, 199; average attendance, 172.9; percentage of attendance, .939; number to each teacher, 54 $\frac{9}{10}$; monthly tuition of each pupil, \$1.23.

TEACHERS.

Miss M. E. D'Arcy	Principal.
L. Michaelsen	Assistant.
Miss Amelia Goldstein	"

POWELL STREET PRIMARY SCHOOL.

Location.....West side Powell street, between Jackson and Washington.

Pupils registered, 517; average attendance, 439; percentage of attendance, .928; number to each teacher, 54 $\frac{9}{10}$; monthly tuition of each pupil, \$1.35.

TEACHERS.

Miss Carrie V. Benjamin	Principal.
Miss L. W. Burwell	Assistant.
Miss Sarah E. Thurton	"
Miss Eliza Dames	"
Miss Salome Knapp	"
Mrs. E. S. Forester	"
Miss Mary E. Tucker	"
Miss Margery Robertson	"

UNION PRIMARY SCHOOL.

Location.....:.....N. W. corner Filbert and Kearny streets.

Pupils registered, 472; average attendance, 364; percentage of attendance, .913; number to each teacher, 52; monthly tuition of each pupil, \$1.64.

TEACHERS.

Mrs. A. Griffith.....	Principal.
Miss E. Overend.....	Assistant.
Miss L. Solomon.....	“
Miss A. Stincen	“
Miss H. Featherly.....	“
Miss E. O. Capprise.....	“
Miss Caroline Younger.....	“
Miss Emma McEwen.....	“

MISSION STREET PRIMARY SCHOOL.

Location.....S. side Mission street, between Fifth and Sixth streets.

Pupils registered, 309; average attendance, 253.9; percentage of attendance, .932; number to each teacher, 50¹/₂; monthly tuition of each pupil, \$1.44.

TEACHERS.

Miss Agnes M. Manning.....	Principal.
Miss M. A. Lawless.....	Assistant.
Miss M. A. H. Estabrook.....	“
Miss Annie J. Hall.....	“
Miss Ellen Hodges.....	“

PINE AND LARKIN STREET PRIMARY SCHOOL.

Location.....Southwest corner Pine and Larkin streets.

Pupils registered, 571; average attendance, 465.2; percentage of attendance, .884; number to each teacher, 42³/₁₀; monthly tuition of each pupil, \$1.74.

TEACHERS.

Miss Hannah Cooke.....	Principal.
Miss A. B. Chalmers.....	Assistant.
Miss Kate Bonnell.....	“
Miss M. E. Savage.....	“
Miss Addie B. Sawyer	“
Miss Frances M. Benjamin.....	“
Miss Mattie Ritchie.....	“

Mrs. J. H. Nevins.....	Assistant.
Miss D. Hyman.....	“
Miss L. A. Humphreys.....	“
Miss B. A. Kelly.....	“
Miss Mary F. Metcalf.....	“

EIGHTH STREET PRIMARY SCHOOL.

Location.....East side Eighth street, between Harrison and Bryant streets.

Pupils registered, 608; average attendance, 514; percentage of attendance, 931; number to each teacher, 51 $\frac{2}{3}$; monthly tuition of each pupil, \$1.55.

TEACHERS.

Miss A. E. Slavan.....	Principal.
Miss S. E. Frissell.....	Assistant.
Miss M. A. Humphreys.....	“
Miss S. C. Johnson.....	“
Miss Ellen Donovan.....	“
Miss K. E. Gorman.....	“
Miss E. F. Hassett.....	“
Miss M. A. Brady.....	“
Miss M. E. Perkins.....	“
Miss A. A. Hazen.....	“
Miss M. A. Lloyd.....	“

BRYANT STREET PRIMARY SCHOOL.

Location.....North side of Bryant street, between Third and Fourth streets.

Pupils registered, 357; average attendance, 298.5; percentage of attendance, .932; number to each teacher, 49 $\frac{1}{2}$; monthly tuition of each pupil, \$1.37.

TEACHERS.

Miss Jennie Smith.....	Principal.
Mrs. Therese M. Sullivan.....	Assistant.
Miss Clara G. Dolliver.....	“
Miss Julia Doran.....	“
Mrs. E. C. Marcus.....	“
Miss Ida E. Dickens.....	“

HAYES VALLEY PRIMARY SCHOOL.

Location.....North side Grove street, between Larkin and Polk streets.

Pupils registered, 292; average attendance, 256.5; percentage of attendance, .924; number to each teacher, 51²/₁₀; monthly tuition of each pupil, \$1.43.

TEACHERS.

Miss P. M. Stowell.....	Principal.
Miss F. A. Stowell.....	Assistant.
Miss H. P. Burr.....	“
Miss K. A. O'Brien.....	“
Miss Mary Williams.....	“

SPRING VALLEY PRIMARY SCHOOL.

Location.....South side Union street, between Franklin and Gough.

Pupils registered, 282; average attendance, 153.2; percentage of attendance, .885; number to each teacher, 38²/₁₀; monthly tuition of each pupil, \$1.77

TEACHERS.

Miss J. M. A. Hurley.....	Principal.
Miss M. J. E. Kennedy.....	Assistant.
Miss Alice Gregg.....	“
Miss Marian Slokum.....	“

DRUMM STREET PRIMARY SCHOOL.

Location.....N. E. corner Sacramento and Drumm streets.

• Pupils registered, 152; average attendance, 118.1; number to each teacher, 39²/₁₀; monthly tuition of each pupil. \$1.88.

TEACHERS.

Miss Annie M. Murphy.....	Principal.
Mrs. Helen V. Shipley.....	Assistant.
Miss Carrie A. Menges.....	“

POTRERO SCHOOL.

Location.....Southwest corner Kentucky and Napa streets.

Pupils registered, 88; average attendance, 26.9; percentage of attendance, .918; number to each teacher, 34²/₅; monthly tuition of each pupil, \$1.91.

TEACHERS.

Miss Annie S. Jewett.....Principal.
Miss Sarah E. Anderson.....Assistant.

PINE STREET SCHOOL.

Location.....North side Pine street, between Scott and Devisadero.

Pupils registered, 86; average attendance, 65.6; percentage of attendance, .920; number to each teacher, 32 $\frac{1}{2}$; monthly tuition of each pupil, \$2.02.

TEACHERS.

Mrs. L. A. Russell.....Principal.
Mrs. Abbie F. Sprague.....Assistant.

TYLER STREET SCHOOL.

Location.....North side Tyler street, between Pierce and Scott streets.

Pupils registered, 146; average attendance, 103.3; percentage of attendance, .924; number to each teacher, 34 $\frac{1}{2}$; monthly tuition of each pupil, \$2.08.

TEACHERS.

Miss Mary J. Bragg.....Principal.
Miss Julia Grady.....Assistant.
Mrs. Laverna Allen.....“

WEST END SCHOOL.

Location.....Near Six-mile House.

Pupils registered, 72; average attendance, 31.9; percentage of attendance, .766; monthly tuition of each pupil, \$2.10.

Mr. W. W. Holden.....Principal.

SAN BRUNO ROAD.

Location.....San Bruno Road, near Toll-gate.

Pupils registered, 57; average attendance, 38; percentage of attendance, .883; monthly tuition of each pupil, \$2.20.

Miss Marion Sears.....Principal.

OCEAN HOUSE SCHOOL.

Location.....Near Ocean House.

Pupils registered, 23; average attendance, 18.8; percentage of attendance, .863; monthly tuition of each pupil, \$4.41.

John Fox.....Principal.

FAIRMOUNT SCHOOL.

Location.....Fairmount Tract.

Pupils registered, 69; average attendance, 42.4; percentage of attendance, .857; monthly tuition of each pupil, \$2.13.

Albert Lyser.....Principal.

Miss Lizzie H. Cope.....Assistant.

SOUTH SAN FRANCISCO SCHOOL.

Location.....South San Francisco, near Railroad avenue.

Pupils registered, 39; average attendance, 36.2; percentage of attendance, .924; monthly tuition of each pupil, \$2.21.

Mrs. Ada E. Wright.....Principal.

COLORED SCHOOL.

Location.....Northeast corner Taylor and Vallejo streets.

Pupils registered, 68; average attendance, 25.6; percentage of attendance, .865; monthly tuition of each pupil, \$4.26.

Mrs. Georgia Washburn.....Principal.

CHINESE SCHOOL.

Location.....North side Powell street, between Jackson and Washington streets.

Pupils registered, 52; average attendance, 29.5; percentage of attendance, .654; monthly tuition of each pupil, \$2.71.

Wm. M. Dye.....Principal.

SPECIAL TEACHERS.

F. K. Mitchell.....Teacher of Music.

W. D. Murphy.....Teacher of Music.

Hubert Burgess.....Teacher of Drawing.

Paul A. Gavin.....Teacher of Drawing.

REAL ESTATE OF THE SCHOOL DEPARTMENT.

LOTS DEEDED BY COMMISSIONERS OF THE FUNDED DEBT.

Fifty vara lot No. 301, corner of Bush and Stockton streets.

Fifty vara lot No. 462, corner of Kearny and Filbert streets.

Fifty vara lot No. 663, corner of Vallejo and Taylor streets.

One hundred vara lot No. 128, corner of Market and Fifth streets.

Lot on Fourth street, 80 feet by 125 feet, portion of one hundred vara No. 174, corner Harrison and Fourth streets.

LOTS OBTAINED BY EXCHANGE.

Fifty vara lot No. 482, on Greenwich street, received in exchange for fifty vara lot No. 695, corner of Stockton and Francisco streets.

Inner portion of one hundred vara lot No. 76, fronting on Vassar Place, Harrison street, near Second street (100 by 180 feet), obtained in exchange for fifty vara lot No. 732, corner of Fremont and Harrison streets.

Part of one hundred vara lot No. 274, 115 feet on Eighth street by 275 feet deep, received in exchange for one hundred vara lot No. 258, corner of Folsom and Seventh streets.

Part of fifty vara lot No. 167, on Broadway near Powell street ($69\frac{1}{4}$ by $137\frac{1}{2}$), received in exchange for portion of one hundred vara lot No. 174, corner of Fourth and Harrison streets.

Part of fifty vara lot No. 581, 70 feet on Post street, between Dupont and Stockton streets, received in exchange for portion of one hundred vara lot No. 174, corner of Fourth and Harrison streets.

Lot 100 feet on Tyler street, by $137\frac{1}{2}$ feet deep, in block 433, between Pierce and Scott streets, for lot No. 2, block 431, Western Addition.

LOTS OBTAINED BY PURCHASE.

Fifty vara lot No. 418, on Union, near Montgomery street.

One half of fifty vara lot No. 121, on Powell, near Clay street.

Lot on Mission street, 200 by 182, in block 35.

Part of fifty vara lot No. 1,320, $97\frac{1}{2}$ feet on Bush street by $137\frac{1}{2}$ feet deep.

One-half of fifty vara lot No. 159, on Powell near Jackson.

Fifty vara No. 602, corner of Mason and Washington streets.

Fifty vara No. 1,023, corner of Bush and Taylor streets.

Lot on Broadway street, $39\frac{3}{4}$ by $91\frac{1}{8}$ feet; portion of fifty vara lot on the northwest corner of Powell and Broadway streets.

Lot on Tehama street, 28 by 75 feet, commencing at the southerly line of Tehama street, at a point distant 297 feet westerly from the southwest corner of First and Tehama streets.

Lot on Tehama street, 90 by 75 feet, numbered on the official map of the City of San Francisco as lots Nos. 46 and 47 of the one hundred vara lot survey.

Lot on Kentucky street, 50 by 100 feet, commencing at a point on the westerly line of Kentucky street, distant one hundred feet southerly from the southwest corner of Kentucky and Napa streets.

Lot on Chenery street, 62 by 125 feet, commencing at a point on the east line of Chenery street, distant northerly 200 feet from the northerly corner of Kandall and Chenery streets.

Also, lot on the San Jose Railroad, 62 by 175 feet, commencing at a point on the westerly line of the San Jose Railroad, distant 183 feet northerly from the northwest corner of Randall street and the San Jose Railroad.

Lot on Chenery street, 50 by 125 feet, being known as lot No. 8, in block 29, as laid down upon the map of the Fairmount Tract, San Miguel Ranch.

Lot on Silver street, 44 by 70 feet, commencing at a point on the northwesterly line of Silver street, distant 112 feet from the northwesterly corner of Silver and Second streets.

Lot on the corner of Pine and Larkin streets, 200 by 120 feet, portion of block 14, Western Addition.

Lot on Clay street, near Powell, $26\frac{1}{2}$ by 75 feet, adjoining Boys' High school lot on the south.

Lot on Silver street, 24 by 70 feet, with house and improvements; purchased of M. Kelsy.

Lot on Silver street, 20 by 70, purchased of Mr. Thomas Connell.

Lot on the north side of Broadway, 30 by 91 $\frac{1}{2}$ feet, commencing 107 $\frac{1}{2}$ west from the northwest corner of Powell and Broadway.

LOTS OBTAINED BY DONATION.

Nos. 13, 14, 15, 16, 26, 27 and 28, in block No. 85, Potrero Nuevo. Donated by Geo. Treat.

No. 4, in block No. 23, Bernal Ranch, 200 by 125 feet, West End Map No. 2, County Road. Donated by Harvey S. Brown.

Lot on the southwest corner of Kentucky and Napa streets, 100 by 100 feet, Potrero. Donated by Robert Dyson, J. W. Raymond, J. Ward, Samuel Gilmore, James R. Riddle, and C. G. Eaton.

Lots 39, 40, 51, 52, subdivisions of lots 247, 248, 249, 250, 251, 252, 253, Precita Valley Lands, on Adam street, near Eve street, 50 by 132 feet. Donated by Vitus Wackenreuder.

Lot on Vermont street, 120 by 200 feet, being a portion of block No. 127, Potrero Nuevo. Donated by Nathan Porter and E. D. Sawyer.

Lot on Bernal Ranch, 80 by 180 feet, designated on West End Map No. 2, as lot No. 4, block 27. Donated by Nathan Porter.

Lot on Filbert street, between Taylor and Jones, 100 feet front, portion of fifty vara lot No. 446. Donated to School Department by the Board of Supervisors.

Lot on Shotwell street, 122 $\frac{1}{2}$ by 122 $\frac{1}{2}$ feet, between Twenty-second and Twenty-third streets. Donated by John Center.

Lot on Montana street, 200 by 120 feet, known as lot No. 4, block W, upon a certain map marked "Map of Lands of the Railroad Homestead Association." Donated by Association.

LOTS OBTAINED BY VAN NESS ORDINANCE.

In Mission Blocks—

Fifty vara lot in block No. 8.

Fifty vara lot in block No. 21.

Fifty vara lot in block No. 34.

Fifty vara lot in block No. 61.

Fifty vara lot in block No. 93.

Fifty vara lot in block No. 104.

In Western Addition—

Fifty vara lot No. 2, in block No. 3.
 Fifty vara lot No. 6, in block No. 14.
 Fifty vara lot No. 5, in block No. 21.
 Fifty vara lot No. 5, in block No. 29.
 Fifty vara lot No. 2, in block No. 62.
 Fifty vara lot No. 5, in block No. 111.
 Fifty vara lot No. 5, in block No. 117.
 Fifty vara lot No. 5, in block No. 123.
 Fifty vara lot No. 2, in block No. 136.
 Fifty vara lot No. 2, in block No. 158.
 Fifty vara lot No. 5, in block No. 281.
 Fifty vara lot No. 2, in block No. 318.
 Fifty vara lot No. 2, in block No. 325.
 Fifty vara lot No. 6, in block No. 374.
 Fifty vara lot No. 2, in block No. 419.
 Fifty vara lot No. 2, in block No. 460.
 Fifty vara lot No. 2, in block No. 465.

In Potrero Nuevo—

Lot in block No. 39, 100 by 200 feet.
 Lot in block No. 46, 100 by 200 feet.
 Lot in block No. 163, 100 by 200 feet.

SCHOOL LOTS WEST OF FIRST AVENUE TO THE OCEAN.

The size of each lot is 150 by 240 feet, running from east and west through the centre of the block, having a frontage of 150 feet on each street.

No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.
673	780	873	792	975	1209
678	872	963	696	1056	1276
375	957	1044	357	1132	418
278	1038	1120	260	1203	242
176	1114	1191	158	248	339
867	1186	1258	407	345	714
775	395	1264	152	708	810
953	164	1197	254	804	902
170	266	1126	351	869	987
272	263	1050	702	981	1068
369	690	969	798	1062	1215
684	786	884	890	1138	1146

LOTS BETWEEN FIRST AVENUE AND THE OLD CHARTER LINE. EACH LOT IS FIFTY VARA IN SIZE.

In block 523, on Page street, between Baker and Broderick streets.

In block 530, on McAllister street, between Baker and Broderick streets.

In block 541, on Sacramento street, between Baker and Broderick streets.

In block 546, on Pacific street, between Baker and Broderick streets.

In block 553, on Lombard street, between Baker and Broderick streets.

In block 657, on Haight street, between Lott street and Masonic Avenue.

LOTS IN MISSION SURVEY, WEST OF POTRERO AVENUE.

Lot, $117\frac{1}{2}$ by 150 feet, on Mission street, between Twenty-fifth and Twenty-sixth streets, in block No. 183.

Lot, 150 by 245 feet on Valencia and Bartlett streets, between Twenty-second and Twenty-third streets, in block No. 136.

Lot, 150 by 200 feet, on Bryant and York streets, between Twenty-second and Twenty-third streets, in block No. 147.

Lot, 150 by 200 feet, on Bryant and Columbia streets, between Twenty-fifth and Twenty-sixth streets, in block No. 178.

LOTS EAST OF POTRERO AVENUE TO BAY.

Potrero Survey, size of lots 150 by 200 feet. In blocks 373, 287, 265, 254, 226, 149, 122.

RECAPITULATION.

Number of School Lots west of First Avenue, 73.

Number of School Lots between First Avenue and Charter Line, 6.

Number of School Lots in Mission Survey, 4.

Number of School Lots in Potrero Survey, 7.

Not to be taken from

this office

DEPARTMENT OF PUBLIC SCHOOLS,
CITY AND COUNTY OF SAN FRANCISCO.

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SEVENTEENTH ANNUAL REPORT

OF THE

Superintendent of Public Schools,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1870.



SAN FRANCISCO;

PRINTED BY THE "COSMOPOLITAN PRINTING COMPANY," 305 CLAY STREET

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REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

OFFICE OF THE SUPERINTENDENT OF COMMON SCHOOLS, }
San Francisco, Cal., July 1, 1870.

To the Honorable the Board of Supervisors

Of the City and County of San Francisco:

GENTLEMEN—In accordance with law and custom, I have the pleasure of submitting to your Honorable Body the following annual report of the condition and prosperity of the Public Schools, for the fiscal year ending June 30, 1870.

The year just closed has been one of unusual progress and prosperity to our schools.

Through the wisdom of our legislators and the liberality of our citizens, sufficient means have been provided to furnish ample school accommodations for the increasing wants of our growing city.

Greater interest has been manifested by teachers and parents in increasing the usefulness of our institutions of learning.

It should be gratifying to every citizen to know that while the material wealth and prosperity of our city have been seriously

Zeithin + Van Buren 170 & 1944

retarded by financial embarrassment and business depression, the general progress and attendance of our schools have been greater during the present than any preceding year. This will be apparent from the following statistics which have been carefully compiled from the records of the Department.

GENERAL STATISTICS.

Number of youth in the city under fifteen years of age, June 30, 1870	45,617
Increase for the year.....	4,129
Number of youth in the city between 5 and 15 years of age, who are entitled by law to draw public money.	27,055
Increase for the year.....	1,270
Whole number of pupils enrolled during the year in all the Public Schools.....	22,152
Increase for the year.....	2,267
Average number belonging to all the Public Schools...	16,371
Increase for the year.....	2,237
Average daily attendance of pupils in all the Public Schools.....	15,394
Increase.....	2,281
Average daily absence of pupils in all the Schools.....	1,043
Increase for the year.....	64
Average percentage of attendance of all the Schools....	94
Increase for the year.....	1 $\frac{3}{10}$
Percentage of the average number of pupils belonging to the Public Schools on the whole number of youth between 6 and 15 years of age, who are entitled by law to attend the Public Schools.....	66 $\frac{3}{10}$
Increase for the year.....	7 $\frac{3}{10}$
Percentage of the number of pupils enrolled in the Pub- lic Schools during the year on the whole number of youth between 6 and 15 years of age, who are enti- tled by law to attend the Public Schools.....	89 $\frac{6}{10}$
Increase for the year.....	6 $\frac{6}{10}$
Average number belonging to the High Schools—boys, 135; girls, 168. Total.....	303

GENERAL STATISTICS.

5

Average daily attendance at the High Schools	283
Increase for the year	51
Percentage of attendance at the High Schools	97 $\frac{1}{10}$
Average number of pupils to each teacher in the High Schools	22
Average number belonging to the Grammar Schools	3,911
Increase for the year	552
Average daily attendance of the pupils belonging to the Grammar Schools	3,740
Increase for the year	569
Percentage of attendance at the Grammar Schools	95 $\frac{4}{10}$
Average number of pupils to each teacher in the Gram- mar Schools	40
Average daily attendance to each teacher in the Gram- mar Schools	38
Average number of pupils belonging to the Primary Schools	11,527
Increase for the year	1,308
Average daily attendance of pupils belonging to the Primary Schools	10,769
Increase for the year	1,321
Percentage of attendance at the Primary Schools	94 $\frac{1}{10}$
Average number of pupils to each teacher in the Primary Schools	50
Average daily attendance to each teacher in the Primary Schools	47
Highest number of pupils enrolled in the Evening Schools	993
Average attendance at the Evening Schools	503
Average number of pupils to each teacher in the Even- ing Schools	45

SCHOOL-HOUSES.

Number of school-houses for High Schools	2
Number of school-houses for Grammar Schools	10
Class-rooms, 112; Halls, 2.	
Number of school-houses for Mixed Schools	3
Class-rooms, 30; Halls, 2.	

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Average daily absence of pupils in all the Schools.....	1,043
Increase for the year.....	64
Average percentage of attendance of all the Schools....	94
Increase for the year.....	$1\frac{3}{10}$
Percentage of the average number of pupils belonging to the Public Schools on the whole number of youth between 6 and 15 years of age, who are entitled by law to attend the Public Schools.....	$66\frac{1}{10}$
Increase for the year.....	$7\frac{1}{10}$
Percentage of the number of pupils enrolled in the Pub- lic Schools during the year on the whole number of youth between 6 and 15 years of age, who are enti- tled by law to attend the Public Schools.....	$89\frac{9}{10}$
Increase for the year.....	$6\frac{6}{10}$
Average number belonging to the High Schools—boys, 135; girls, 168. Total.....	303

GENERAL STATISTICS.

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Number of school-houses for Grammar Schools	10
Class-rooms, 112; Halls, 2.	
Number of school-houses for Mixed Schools	3
Class-rooms, 30; Halls, 2.	

Number of school-houses for Primary Schools	35
Class-rooms, 169; Halls, 1.	
Number of brick school-houses owned by the Department.	9
Number of wooden school-houses owned by the School Department.	24
Number of school buildings rented by the School Department.	17
Number of pupils attending school in rented buildings.	3,200
Amount paid for buildings rented by the School Department.	\$13,868.50
Number of Districts into which the city is divided for school supervision.	11

SCHOOLS.

Number of High Schools	2
One for boys, and one for girls.	
Number of classes—boys, 6; girls, 6.	12
Number of Grammar Schools	10
For girls, 3; for boys, 3; for boys and girls, 4.	
Number of Grammar Classes	82
Number of Mixed Schools.	3
Number of Primary Schools for boys and girls	36
Number of Primary Classes	222
Number of Primary Classes taught in Grammar School buildings	36
Number of Evening Schools.	7
Number of Evening Classes	21
Whole number of Public Schools of all grades in San Francisco	58

TEACHERS.

Number of teachers in the High Schools	12
Male teachers, 6; female teachers, 6.	
Number of Grammar School teachers.	98
Male teachers, 23; female teachers, 75.	
Number of Primary School teachers (all female)	231

GENERAL STATISTICS.

7

Number of Evening School teachers	22
Number of special teachers	6
Teachers of drawing, 3; teachers of music, 3.	

EXPENDITURES.

Total expenses for the year ending June 30, 1870 . .	\$543,519 78
Increase for the year	\$142,677 56
Current expenses of Public Schools, including rents, fuel, books and supplies, lights, employees of the Board, and the teachers' and janitors' sal- aries	388,735 64
Increase for the year	\$69,707 36
Teachers' salaries	321,091 45
Increase for the year	\$49,524 36
Janitors' salaries	22,446 32
Increase for the year	\$4,434 47
Fuel and lights	7,017 17
Increase for the year	1,924 71
Rents	13,868 50
Increase for the year	\$6,643 65
Valuation of the city property for the Fiscal Year ending June 30, 1870	95,000,000 00
Same as last year.	
General School Tax for 1869-70 upon every hun- dred dollars valuation	35
Building Tax for 1869-70 upon every one hundred dollars valuation	5
Total amount of revenue raised by the city for 1869-70	2,871,192 55
Increase for the year	\$213,246 47
Total income of the School Department for 1869-70	456,422 30
Decrease for the year	\$3,431 40
Percentage of the income of the School Department on the whole amount of the revenue of the city for the Fiscal Year ending June 30, 1870 . . . . .	.16

**DETAILED STATEMENT OF THE FINANCES OF THE PUBLIC
SCHOOL DEPARTMENT, FOR THE FISCAL YEAR ENDING
JUNE 30, 1870.**

SCHOOL FUND 1869-70—RECEIPTS.

Cash on hand July 1, 1869.....	\$16,342 33
From Taxes	324,828 96
From Poll Taxes.....	1,411 50
From Dog Taxes.....	1,960 50
From State Apportionment.....	81,767 98
From Rent of School Property.....	160 00
From Transfer Interest Account School Bonds.....	2 77
Total receipts.....	\$426,474 04

DISBURSEMENTS.

	First Half Year.	Second Half Year.	Totals.
Teachers' Salaries	\$155,610 48	\$165,480 97	\$321,091 45
Janitors' Salaries.....	10,962 82	11,483 50	22,446 32
Secretary's Salary.....	900 00	455 00	1,355 00
Carpenter's Salary.....	900 00	900 00	1,800 00
Repairs.....	.....	17 50	17 50
Census Marshals.....	1,505 25	.....	1,505 25
Fuel and Lights.....	3,839 00	3,238 17	7,077 17
Water	109 50	112 00	221 50
Books and Supplies.....	9,757 77	6,103 88	15,861 65
Rents.....	7,152 50	6,716 00	13,868 50
Insurance.....	317 55	.....	317 55
Incidentals	1,044 25	2,129 50	3,173 75
Totals.....	\$192,099 12	\$196,636 52	\$388,735 64

DISBURSEMENTS.

9

DEMANDS AUDITED UPON THE SCHOOL FUND, 1869-70.

Total demands audited on the School Fund, 1869-70	\$388,735 64
Transfers to Sinking and Interest Funds.....	44,142 32
	<hr/>
Total disbursements.....	\$432,877 96
	<hr/>
Total Receipts.....	\$426,474 04
Total Expenditures.....	432,877 96
	<hr/>
Excess of expenditures over receipts.....	\$6,403 92
	<hr/>

COMPARATIVE STATEMENT OF THE ITEMS OF DISBURSEMENTS FOR THE YEAR, WITH THE ESTIMATES OF THE COMMITTEE ON FINANCE AND AUDITING, MADE AT THE BEGINNING OF THE YEAR 1869-70.

	Estimated Amount.	Actual Amount.	Amount Overdrawn.	Amount below Estimate.
Teachers' Salaries.....	\$320,000 00	\$321,091 45	\$1,091 45	
Jaintors' Salaries.....	21,200 00	22,446 32	1,246 32	
Clerk.....	1,800 00	1,355 00		\$445 00
Carpenter.....	1,800 00	1,800 00		
Repairs		17 50	17 50	
Census Marshals	2,000 00	1,505 25		494 75
Fuel and Lights.....	6,000 00	7,017 17	1,077 17	
Water.....	200 00	221 50	21 50	
Books and Supplies....	12,000 00	15,861 65	3,861 65	
Rents.....	15,000 00	13,868 50		1,131 50
Insurance		317 55	317 55	
Incidentals	2,502 33	3,173 75	617 42	
Transfer to Interest & Sinking Fund.....	46,340 00	44,142 32		2,197 68
Total.....	\$428,842 33	\$432,877 96	\$8,304 56	\$4,268 93

Total estimate for the year 1869-70.....	\$428,842 33
Total disbursements.....	432,877 96
	<hr/>
Amount above the estimate of Committee.....	\$4,035 63
	<hr/>

The foregoing exhibit shows that the actual expenses of the Department exceeded the estimate of the Committee on Finance \$4,035 65. This is mainly owing to the increased expenses of the Evening Schools, and the large amount expended for books for indigent children, which was not anticipated by the Committee.

The deficit of \$6,403 92 in the General School Fund is owing in part to the falling off in the anticipated revenue of the Department, which was based on an estimate of \$95,000,000 of taxable property in the city.

On account of the general depression in real estate, the assessment roll fell considerably below this amount; and the Board of Education was compelled to appeal to the last Legislature for relief to continue the schools to the close of the year.

ESTIMATED RECEIPTS AND DISBURSEMENTS OF THE PUBLIC SCHOOL DEPARTMENT FOR THE FISCAL YEAR ENDING JUNE 30, 1870.

ESTIMATED EXPENDITURES.

	First Half Year.	Second Half Year.	Total for Year.
Teachers' Salaries.....	\$170,000 00	\$180,000 00	\$350,000 00
Janitors' Salaries.....	12,500 00	13,500 00	26,000 00
Clerk.....	900 00	900 00	1,800 00
Carpenter.....	900 00	900 00	1,800 00
Fuel and Lights.....	4,000 00	4,000 00	8,000 00
Water.....	150 00	150 00	300 00
Census Marshals.....	2,000 00	.....	2,000 00
Books and Supplies.....	10,000 00	8,000 00	18,000 00
Rents.....	7,000 00	3,000 00	10,000 00
Incidental.....	2,500 00	2,500 00	5,000 00
Furniture.....	7,000 00	7,000 00	14,000 00
Repairs.....	9,242 42	9,242 42	18,484 84
Transfer to Sinking and Interest Fund, including amount to cover deficiency of last year.....	.....	.....	67,115 16
Total.....	\$225,692 42	\$218,692 42	\$522,500 00

ESTIMATED EXPENDITURES.

11

SCHOOL FUND—ESTIMATED REVENUE.

From City and County Taxes, 45c. on every \$100 valuation of taxable property on \$95,000,000..	\$427,500 00
From State Apportionment.....	90,000 00
From other sources.....	5,000 00
	<hr/>
Total revenue.....	<u>\$522,500 00</u>

The receipts of the coming year are based upon the estimate of the Auditor and Assessor that the taxable property of the City will amount to \$95,000,000, the same as last year. If there is no falling off in the value of real estate, the income of the Department should be ample to defray all the necessary expenses.

According to the provisions of this report, the sum of \$350,000 has been set apart for teachers' salaries, which will be barely sufficient to meet the demands to educate the increasing number of children who will be applying for admission to our schools.

The sum of \$32,484 84 has been set apart for furniture and repairs on the different school buildings of the Department.

These items of expenditure were paid last year from the Building Fund, but since, by an Act of the Legislature, the special taxation for this fund has been abolished, the Committee has been obliged to appropriate a part of the general school fund for this purpose, which has so reduced the allowance for current expenses, that the most rigorous economy must be exercised, or there will not be money enough to continue the schools during the year.

The present rate of expenses for furniture, repairs, and running the carpenter's shop will exhaust the appropriation of the Committee before the close of the first half of the year. Some measures must therefore be adopted to abate the heavy drain upon the finances of the Department, or the Board of Education will be obliged to close the schools for a portion of the year, as there will be no Legislature from which we can obtain any relief.

SCHOOL BUILDING FUND, 1869-70.

RECEIPTS.

Cash on hand, July 1, 1869.....	\$11,191 63
From Taxes, during the year.....	46,290 61
	<hr/>
	\$57,482 24

DISBURSEMENTS.

For erection of Girls' High School Building, including extra work.....	\$27,647 50
For erection of South San Francisco School Building	12,775 00
For moving Colored School from Broadway to corner of Taylor and Vallejo streets.....	2,400 00
For Washington School Improvements	2,191 75
For Payments to Architects (William Craine, Esq., \$4,428 55; E. T. Raun, Esq., \$402)	4,830 55
For premium awarded for plans for building proposed to be erected on Harrison street	100 00
For Outside Land Assessment.....	150 75
For Taxes on Lot rented on Silver street.....	202 36
For purchase of Lot on Eighth street, 25 165, from Alvinza Hayward.....	4,000 00
For lithographing School Bonds of 1870.....	250 00
For advertising sale of School Bonds of 1870.....	266 80
For Furniture, Desks, Tables, Chairs, etc.....	11,864 72
For repairing, painting, plastering, grading, plank- ing, etc.	5,010 34
For stoves, stovepipe, plumbing, etc.....	8,274 65
For Carpenters' and Laborers' work.....	6,178 86
For Hauling.....	1,327 50
For Lumber.....	2,884 42
For Hardware.....	1,507 00
Window Shades, Carpets, etc.....	1,374 36
Glass, Paints, Oils, etc.	511 38
	<hr/>
Total disbursements.....	\$93,747 94

Total receipts.....	\$57,482 24
Total expenditures.....	93,747 94
	<hr/>
Excess of expenditures over receipts.....	<u>\$36,265 70</u>

*

By an Act of the Legislature of 1868 a levy of a special tax of five cents on every hundred dollars valuation of property was authorized for the term of two years, to form a Building Fund for the erection, furnishing and repairing of school houses. At the time it was thought that this fund would be sufficient to furnish ample school accommodations; but the rapid increase of children applying for admission to our schools has more than exhausted this revenue in repairs upon the old buildings belonging to the Department, and in furnishing the large number of rooms which have been rented to accommodate the increase of 3523 pupils who have been received in our schools within the last two years. After paying \$27,647 50 for the erection of the Girls' High School building, on Bush street, and \$12,775 for the new school house at South San Francisco, there was at the close of the year a deficit in the Building Fund of \$36,265 70, which, added to the deficit of \$6,403 92 in the General School Fund and \$14,893 88 in the Sinking Fund for the redemption of the School Bonds of 1860, makes the total deficiency of \$57,563 50 in the School Department for the fiscal year.

This amount has been liquidated from the proceeds of the sale of the School Bonds issued by virtue of an Act of the last Legislature.

SCHOOL BONDS OF 1870.

At the close of the last fiscal year the Board of Education was compelled to furnish accommodations for 3,875 pupils, in rented tenements, the most of which were entirely unfit for school purposes.

To furnish suitable school buildings for this large number of pupils, and also to provide for the rapidly-increasing juvenile population of the city, the Board of Education was obliged to appeal to the Legislature for relief, which was granted with that

spirit of wisdom and liberality which has always characterized the citizens of California whenever called upon to advance the cause of popular education.

In order to raise an adequate building fund, the Mayor, Auditor and Treasurer, were authorized to issue School Bonds from time to time in such ~~sums~~ **amounts** as may be required, not to exceed in the aggregate the **amount** of \$300,000. The proceeds from the sale of these bonds, after paying the deficit in the School Fund of 1869-70, were to be used exclusively for purchasing lots and erecting school-houses.

In accordance with the provisions of this Act one-half of these Bonds were sold for the sum of \$138,513 75.

As it may be of interest to know on what terms these bonds were purchased, the following sales are reported :

To Milton S. Latham, 50 Bonds, at 95 per cent.	\$47,500 00
To I. & S. Wormser, 75 Bonds, at 91½ per cent.	68,437 50
To John Perry, Jr., 12 Bonds, at 90½ per cent.	10,860 00
To Mr. Ehrlich, 13 Bonds, at 90½ per cent.	11,716 25
Total.	\$138,513 75

The remaining half of these bonds will be sold from time to time, as the Board will require them for building purposes.

I regret exceedingly that all of this fund could not have been applied to erecting permanent school buildings, which are imperatively demanded to meet the present wants of our increasing juvenile population. The transfer of \$51,159 58 to liquidate the deficit of last year will so seriously cripple this Building Fund that the Board of Education will not be able to erect all the buildings recommended in my last report.

NEW SCHOOL BUILDINGS.

As it may be interesting to the taxpayers and friends of our Public Schools to know how the money which they have so generously contributed for the education of the rising generation, has been expended, I desire to give a brief statement of the different school edifices now in course of construction.

NEW GRAMMAR SCHOOL BUILDING ON EIGHTH STREET.

This school-house is pleasantly located on Eighth street, between Harrison and Bryant streets, on a lot having a frontage of 140 feet, with a depth of 150 feet. The building has a frontage of 51 8-12 feet, with a wing projecting from each side 38 2-12 feet. It is three stories high, and contains sixteen rooms, each 24 7-12 by 33 feet, which will accommodate 864 grammar, or 960 primary pupils. In the third story there is a pleasant hall, 50 1-12 by 33 feet, for exhibitions and general exercises of the whole school. The plans and engravings of this building, together with a full description and the cost of the edifice, are given in the appendix to this report. The lot on which this building is erected was originally 115 feet on Eighth street by 275 feet in depth; but as this was not large enough for the contemplated building, the Board was obliged to purchase an adjoining lot 25 by 165 feet, of Mr. A. Hayward, for \$4,000. The grounds will afford ample yard room for play and recreation for the large number of pupils attending this school.

The contract price for erecting the building and sheds, and for planking and fencing the yards, was \$25,850. It was to be completed by the 24th of October; but, on account of the unavoidable delay in procuring seasoned lumber, it will not be ready for use much before the Christmas vacation. This is to be regretted, since there is more than a sufficient number of children attending school in this vicinity in rented rooms, that are too small and entirely unfit for school purposes, to fill this large and commodious building.

The Tenth-street Grammar School now occupying the building connected with St. Joseph's Church will be transferred to this school, which will soon be one of the largest grammar schools in the city.

The Eighth-street Primary School building has been removed to a rear portion of this lot, 115 by 125 feet. It has been renovated throughout, and will be used for the Primary School in this District.

NEW GRAMMAR SCHOOL BUILDING ON VALENCIA STREET.

The Board of Education is erecting a new edifice on Valencia street, between Twenty-second and Twenty-third streets. The lot has a frontage of 150 feet on Valencia street, with a depth of 250 feet, running through to Bartlett street.

The building is an exact model of the one erected on Eighth street, and will be occupied by the Shotwell-street School, together with a part of the pupils attending the Mission Grammar School. It will be ready for occupancy about the 1st of next January. When completed, it will be an ornament to this thriving part of the city, and will afford ample accommodation for several years for the rapidly-increasing juvenile population of this vicinity.

The present Grammar building on Shotwell street will be occupied by the Primary School of this District.

NEW GRAMMAR SCHOOL BUILDING IN HAYES VALLEY—ON M'ALLISTER STREET.

A building of the same size and model as those on Eighth and Valencia streets is now being erected on a 50-vara lot on McAllister street, between Franklin and Gough streets. It will be completed and ready for occupancy about the 1st of December, and will be ample to accommodate all the children in this growing section of the city for several years, as it has superior accommodations for about nine hundred pupils.

It is the intention of the Board of Education to transfer to this School the advanced classes of the Tyler-street and Hayes Valley Primary Schools and the pupils of the grammar classes of the Mission School who live in that vicinity. This in time will be one of the most flourishing Grammar Schools in the Department, as it is located in the pleasantest and most select neighborhood of the city.

The contract for building this school was awarded to John C. Kelly, Esq., who is also the contractor for erecting the Eighth street and Valencia-street Schools. The price for erecting each of these houses was \$25,850, amounting to \$77,550 for all three, which, together with the furniture, will reach the sum of \$110,000.

POINT LOBOS SCHOOL.

The Board of Education is now erecting a four class-room building on a beautiful lot fronting 150 feet on West Eighteenth street, and extending 240 feet to West Nineteenth street, near Point Lobos avenue. It is a one-story building (50 by 71 feet), with a front and rear projection, each $9\frac{3}{4}$ by $27\frac{1}{2}$ feet, intended for halls of entrance, and hat and cap rooms for the children. The building is divided by a hall 8 feet in width, running from front to rear, on each side of which are two recitation rooms, 24 by 30 feet. The ceilings are 14 feet high, and the rooms are pleasant, well ventilated, and properly lighted by means of windows in the rear and sides.

The building will accommodate 240 pupils, which will be sufficient accommodations for this sparsely settled part of the city for several years. The contract for erecting this house was awarded to Mr. John C. Murphy, at \$5,450. The building will be completed about the first of November, when it will be occupied by the class in the Laguna Honda School.

GIRLS' HIGH SCHOOL BUILDING ON BUSH STREET NEAR HYDE.

The School Department erected a fine edifice for the Girls' High School, on Bush street near Stockton, which was furnished and dedicated on the 3d of March, 1870.

This being the most central and the best location for the Cosmopolitan School, the Board of Education resolved to transfer the Grammar Department of the South Cosmopolitan School to this building, and erect an edifice for the Girls' High and Normal School in a more quiet and retired part of the city, on Bush near Hyde street. This is a three-story building, with a frontage of $54\frac{1}{2}$ feet on Bush street by a depth of $82\frac{1}{2}$ feet. There is a wing on each side $21\frac{1}{2}$ by $50\frac{1}{2}$ feet, in which are the halls of entrance, the dressing rooms for the young ladies, the office for the principal, and lunch rooms for the teachers. On each of the first and second floors there are four rooms $26\frac{1}{2}$ by $34\frac{1}{2}$ feet, for study and recitation. On the third floor of the main building there are two recitation rooms, and one large hall for the general assembling of the school for examinations and general exercises. In the

wings of this floor there is a fine library room 19½ by 20½ feet, and one room of the same size for experiments in chemistry and philosophy. All the rooms of this building are large, light and airy, and well arranged for a young ladies' High School. The contract price for the building is \$28,200, which, with the furniture and extras, will amount to about \$35,000. The building will probably be completed about the 1st of February, 1871.

For the plans and full description of this building see the appendix to this report.

WEST END SCHOOL.

The School Department is adding another room to the West End School building, to accommodate the increasing population of this section of the city. The present building is so over-crowded that but little progress can be made until these improvements are completed.

The entire cost of the room and the furniture will be about \$1,500.

NEW SCHOOL FOR THE CITY FRONT.

An eligible site has been purchased on the north side of Broadway, between Sansome and Montgomery streets. It is one-half of a fifty-vara lot, with a frontage of 69½ by 137½ feet in depth, and was purchased by the School Department for \$15,000. The Board is now preparing a plan for an eight-class-room building, which will cost about \$14,000.

This building is very much needed to accommodate the large number of youth living on the city front and on the eastern slope of Telegraph Hill, who are compelled to travel through the dangerous thoroughfares of the business portion of the city to attend schools distant from their homes. There is also a large class of children not now attending any school, who can be gathered in this school as soon as the building is completed.

OCEAN HOUSE SCHOOL.

The Board of Education has received the donation of an eligible school site for the Ocean House School, at the junction of

the old Ocean House road with the new Mission road to the beach. The architect is now preparing a plan for a two-class-room building, which will cost about \$3,000.

This building when completed will afford ample accommodations for this section of the county for several years.

NEW SCHOOL-HOUSES REQUIRED.

Notwithstanding the Board of Education is now erecting seven fine school-houses, with seventy-three class-rooms capable of accommodating four thousand and thirty-five grammar and primary pupils, yet there are 1,700 children now attending school in rented buildings, who cannot be accommodated in the new buildings which are at present being constructed.

RINCON GRAMMAR SCHOOL.

In my last report I urged the necessity of immediately erecting a suitable grammar school building to accommodate the increasing population of the Seventh, Ninth, and Tenth Districts. The rooms of the present building on Rincon Hill are too small and not properly arranged to accommodate the large classes of a grammar school. The new Montgomery street extension will pass through this lot, and will make the present site very unsuitable for school purposes. In a short time the Board of Education will therefore be compelled to remove the school to some more quiet and retired section of this District. This new site should be selected somewhere west of Third street, because the present population of Rincon Hill will soon be compelled to remove to make room for the business houses which will in a few years cover this part of the city.

There are also 720 primary pupils in this District taught in a rented building on Silver street, at a monthly expense of about \$175. The lease of this house will soon expire, when the Board of Education should, by all means, furnish these pupils with suitable accommodations belonging to the Department. As the Rincon School is the only girls' grammar school south of Market street, it is important that a first class building should be erected as soon as possible for this large District of the city. When the

new building is erected, the present one will afford suitable room for the primary pupils of the District for several years.

NEW COSMOPOLITAN SCHOOL.

As soon as the new Girls' High and Normal School is completed, the Board of Education will transfer the South Cosmopolitan Grammar School to the present High School building corner of Bush and Stockton streets.

While this will give ample accommodation for ten additional classes, still there will be eleven cosmopolitan classes in rented buildings which are entirely unfit for school purposes. Some of the rooms are in low basements of churches, without sufficient light and ventilation to make them pleasant or healthy.

I therefore desire to recommend that another building for a Cosmopolitan School be erected near Market and Sixth streets to better accommodate the large number of children living in the southern part of the city who desire to attend this school. This would relieve the crowded condition of the school on Post street, and at the same time be a great benefit and convenience to the parents living at the Mission, and in the distant southern portions of the city.

PRESIDIO.

A school building of not less than eight class-rooms should be erected in the vicinity of Union and Devisadero streets, to accommodate the large number of families living on the hill near Pacific street and around the Presidio Reservation. The present Spring Valley Grammar and Primary Schools are now over-crowded and are too far distant for little children to attend, who live in the western part of this District.

BOYS' HIGH SCHOOL.

The great increase in the attendance at the Boys' High School renders it necessary to erect a suitable edifice for this important institution. The present one on Powell street, near Clay street, is not large enough to accommodate all the pupils now desiring admission to the school. The Board of Education has therefore

been obliged, at great inconvenience, to separate the pupils. One class is instructed in the Washington School, which is located several blocks from the High School building.

But while I am in favor of the immediate erection of an edifice worthy of the school, yet I desire to enter my serious protest against the proposition of the Board of Education to locate the new building on a portion of Hamilton Square, which the Board of Supervisors has donated to the use of the School Department. It is too far from the centre of the city to be convenient or accessible to the mass of the population. It is bounded on the west by the Catholic and the Lone Mountain Cemeteries, beyond which the city will probably not extend for many years. It will therefore be a great injustice to the pupils of the High School to compel them to travel to the extreme suburbs of the city, especially when the Department owns a large and eligible school site not one-half as far from the centre of population. The fifty-vara lot on Eddy street, between Larkin and Polk streets, is centrally located and is large enough to meet the wants of the rapid growth of our expanding city. While it is not one-half so far from the business portion of the city as the proposed site on Hamilton Square, yet it is far enough in the outskirts to be free from the confusion and annoyance of the thickly-settled thoroughfares.

CONDITION OF THE BUILDING FUND.

Since the Legislatures of California and the citizens of San Francisco have always been so liberal in supplying ample funds for the support of our public schools, I desire to present the following statement of expenditures and proposed disbursements of the Special Building Fund to be raised from the sale of the three hundred thousand dollars of School Bonds which the Mayor, Auditor and Treasurer are empowered to issue, by an Act of the last Legislature. I have already reported the sale of one-half of these Bonds for \$138,513 75, which, added to the \$3,237 65 to the credit of this fund at the close of last year, makes a total of \$141,751 40. If the Commissioners dispose as favorably of the remaining half of the Bonds, the entire Building Fund will amount to \$280,265 15. From this fund was expended up to

the close of the fiscal year \$36,265 70 to pay the deficiency in the General School Fund, \$14,893 88, to meet the deficiency in the Sinking Fund for the redemption of the School Bonds of 1860, and \$2000 for a school lot in South San Francisco, amounting to \$53,159 58, which deducted from the entire Fund leaves a balance of \$227,105 57 to erect the buildings which I have already mentioned and which are imperatively demanded to relieve the present wants of our overcrowded schools. The Board of Education has, up to the date of the present writing (Sept. 20th), incurred the following liabilities.

Erection of School-house on Eighth street, contract price.....	\$25,850 00
Probable extras.....	2,000 00
Erection of School-house on Valencia street, contract price.....	25,850 00
Probable extras.....	2,000 00
Erection of School-house on McAllister street, contract price.....	25,850 00
Probable extras.....	2,000 00
Erection of Girls' High School building, contract price.....	28,200 00
Probable extras.....	2,000 00
Erection of School-house on Point Lobos road, contract price.....	5,450 00
Probable extras.....	500 00
Purchase of School site on Broadway.....	15,000 00
Purchase of School site on McAllister street.....	7,636 30
Repairs on Eighth-street, Hayes Valley and Shotwell-street School-houses.....	2,649 25
Architect's salary for one year.....	3,000 00
William Craine, for plans.....	475 00
Stamps on School Bonds.....	66 20
Grading Hayes Valley School lot.....	1,272 62
Erecting School-house on Broadway.....	15,000 00
	<hr/>
	\$164,799 37
	<hr/>

This amount, deducted from \$227,105 57, leaves a balance of \$62,306 20, with which to erect the necessary buildings to accommodate the large number of pupils who are attending school in rented rooms, and the large army of youth under six years of age who will be continually applying for admission. Unless great judgment and economy are exercised in the disbursement of this fund, it will all be expended without furnishing any suitable accommodations for a large class of primary children for whom it was especially appropriated. I earnestly recommend that a suitable building be erected for the Spring Valley District, and one in the western portion of the Lincoln District, to accommodate the Cosmopolitan pupils in that part of the city, before expending most of the balance of the Building Fund on an expensive High School edifice.

SCHOOL BONDS.

Since most of the school buildings have been erected from the proceeds of the sale of School Bonds, I have prepared the following statement of all the bonds issued by the School Department since its organization.

In 1854, the Board of Education issued \$60,000 of 7 per cent. Bonds, payable in 12 years. The proceeds of these Bonds were expended in erecting the brick building for the Union School, the old building, corner of Bush and Stockton streets, now occupied by a Cosmopolitan School, and the North Beach school-house, which at present is occupied for a City and County Hospital. These bonds have all been redeemed.

In 1860, the Board of Education was authorized to issue \$75,000 of ten per cent. School Bonds, from the sale of which the sum of \$70,803 41 was realized. This Building Fund was economically expended for the following valuable school property. The purchase of the site and building of the Powell-street Primary School; the purchase of a lot on the corner of Washington and Mason streets and the erection of the Washington School building; the erection of the Rincon Grammar building; the erection of the building now occupied by the State Normal School, corner of Market and Fifth streets; the erection of the Mission Grammar building, and the purchase of the lot occupied by the same;

and the purchase of the lot and the primary building on Bush street, near Hyde street. These Bonds were made payable in ten years, and were all cancelled during the last year.

Again, in 1866 the Legislature authorized the Auditor and Treasurer to issue \$275,000 of seven per cent. School Bonds, payable in twenty years. The sum of \$234,515 38 was realized from the sale of these Bonds, which, after deducting \$76,324 55, the deficit in the current expenses of the School Department of that year, left a Building Fund of \$158,190 83 with which the following buildings were erected: The Spring Valley building, on Broadway near Polk street, eight rooms, with 480 seats; the Market street Primary, corner of Fifth and Market streets, twelve rooms, with 720 seats; the Tehama Primary, on Tehama street, between First and Second streets, sixteen rooms, with 960 seats; the Broadway School building, on Broadway between Powell and Mason streets, eleven rooms, with 660 seats; the Filbert-street School, on Filbert street between Jones and Taylor, eleven rooms, with 660 seats; Post-street Cosmopolitan Primary, six rooms, with 360 seats; Shotwell-street Grammar School, on Shotwell street, between Twenty-second and Twenty-third streets, eight rooms, with 480 seats; Eighth-street Primary, on Eighth street, near Harrison street, eight rooms, with 480 seats; Pine-street Primary, corner of Pine and Larkin streets, eight rooms, with 480 seats; Union Primary School, corner of Filbert and Kearny streets, eight rooms, with 480 seats; State Normal Training School, Market street near Fifth, four rooms, with 240 seats; West End School, one room, with 60 seats; and Tyler-street School, on Tyler street, between Scott and Pierce streets, four rooms, with 240 seats. The total number of study and recitation rooms furnished with this Building Fund was 105, with ample accommodation for 6300 pupils.

During the last session of the Legislature the city was again authorized to issue \$300,000 more Schools Bonds, to raise an adequate Building Fund to relieve the present over-crowded condition of our Public Schools. I have already given a detailed statement of how the Board of Education propose to appropriate most of this fund.

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The present indebtedness of the School Department on account of Bonds issued for school purposes is as follows:

School Bonds of 1866 outstanding.....	\$212,000 00
School Bonds authorized by the Act of the Legislature of 1870.	300,000 00
	<hr/>
Total.....	<u>\$512,000 00</u>

To pay the interest and Sinking Fund for the redemption of these Bonds, the Board of Education is obliged to transfer each year from the income of the Public Schools the sum of \$60,000. This is to be regretted as it will materially reduce the General School Fund, which will be barely sufficient to defray the current expenses of the Department and furnish suitable accommodations for the large number of children in our city which the school census shows will soon be applying for admission.

It is a great financial question for the city to consider whether it is a wise policy to embarrass the School Fund with further indebtedness by issuing any more School Bonds for building purposes. In most of the Eastern cities a liberal tax is levied to raise funds for the erection of school-houses. On the following pages under the head of "Cost of Instruction," I have compiled from the Superintendent's report of Detroit, a statement of the money raised for tuition and building purposes for the fiscal year 1869, in most of the cities in the older States. This table shows a spirit of liberality in the support of public instruction that compares favorably with San Francisco, considering our wealth and population.

I think it would be wisdom and economy for the Legislature to authorize the city to levy in the future an adequate building tax to meet the growing wants of the city: for, as long as San Francisco continues to increase so rapidly in population, so long must we expect to contribute our wealth for the education of our youth. It is a burden and responsibility which every good citizen should welcome with pleasure and pride as the surest evidence of our future happiness and prosperity.

COST OF INSTRUCTION.

The appendix to this report contains the average attendance and cost of tuition in each of the public schools during the year. The cost per capita includes the teachers' and janitors' salaries for the year, and is found by dividing this amount by the average number of scholars belonging. I have also computed the average cost of tuition in all of our public schools, including the Primary, Grammar, and High Schools. This estimate is based upon the teachers' and janitors' salaries, rents, lights, and fuel for the last year. The average number of pupils attending school during the year is 16,371, and the current expense, including the foregoing items, is \$364,423 44. This amount divided by the average number belonging gives \$22.26 as the average tuition of pupils attending 206 days—the entire year. The number of different pupils enrolled and who have attended school a longer or shorter period of time, is 22,152. This entire number has been educated at an expense, including the current and all miscellaneous disbursements, of \$388,735 64, which is an average, per pupil, of \$17.54. But it must be remembered that this includes all the expenses of conducting the High, Grammar, and Primary Schools. The cost of educating each child attending the Primary Schools during the year (which contain nearly three-fourths of the pupils of the Department), is only \$11.78. This difference is mainly owing to the fact that all the teachers of the Primary Schools are ladies who receive comparatively small salaries, and who instruct a much larger number of pupils in each class than one teacher can possibly take charge of in the higher grades of the Grammar or the High Schools. In the High Schools the average cost of tuition per pupil for the year is about \$91.28.

The following is a statement of the yearly expenditures of the School Department since 1852; also, the total expenditures of the city since 1860. This amount includes the entire expenses of the School Department, such as current expenses, the purchase of school sites, the erection and repair of school-houses, etc.

YEARS.	Total Expenses of the City.	Total Expenses of the School Department.	Per cent. of Expen- diture for School purposes.
1852.....		\$23,125 00	
1853.....		35,040 00	
1854.....		159,249 00	
1855.....		136,580 00	
1856.....		125,064 00	
1857.....		92,955 00	
1858.....		104,808 00	
1859.....		134,731 00	
1860.....	\$1,142,290 89	156,407 00	.13
1861.....	826,012 33	158,855 00	.19
1862.....	812,569 25	134,567 00	.16
1863.....	1,387,806 12	178,929 00	.13
1864.....	1,495,906 32	228,411 00	.16
1865.....	1,819,078 52	346,862 00	.19
1866.....	2,192,918 79	361,668 00	.17
1867.....	2,356,301 88	507,822 00	.21
1868.....	2,365,250 11	376,392 00	.16
1869.....	2,459,210 05	400,842 00	.16
1870.....	2,684,433 27	543,519 78	.20

Although it may appear that the city of San Francisco has expended a large sum to plant our noble system of Public Schools upon these Pacific shores, yet when we consider the high prices which everything has commanded since the early history of our city, I think no one should charge the Board of Education with extravagance in the management of our schools. By comparing the entire expenses of conducting our schools with the following table of sums raised for school purposes in some of the other leading cities of our country, for the year 1869, we still find that according to our wealth and population, the per cent. of expenditure is less in San Francisco than in most of the Eastern cities.

STATEMENT OF TAXES FOR SCHOOL PURPOSES IN SEVERAL EASTERN CITIES FOR 1869.

CITIES.	Assessed valuation of the Real and Personal Property of the City	Total of City Taxes for all purposes	Money raised for all Public School purposes, exclusive of building School-houses	Money raised for building School houses	Per cent. of money raised for School purposes on the total revenue of the city.	Cash valuation of all City Public School Property whatever.
San Francisco, 1869-70	\$114,759,510	\$2,871,192	\$505,592	\$95,748	20.9	\$1,729,800
Chicago	265,012,140	9,975,182	453,171	182,623	15.9	1,873,375
Cincinnati	130,715,510	3,150,243	771,221		24.4	1,500,000
St. Louis	138,523,480	2,398,121	522,212	159,882	28.4	3,055,382
Louisville	70,000,000	1,037,000	148,936	50,000	19.2	602,100
Boston	549,511,660	7,279,324	982,677	346,611	18.2	3,982,669
Baltimore	212,000,000		481,343	116,480		
Newark	73,872,050	605,000	115,600	25,000	23.	462,500
Providence	93,070,000	1,135,464	140,000	115,000	21.5	500,000
New Haven	38,010,539	339,316	103,918	35,898	40.4	500,000
Detroit	22,935,853	713,094	91,240	75,000	23.2	324,000
Cleveland	36,462,967	1,272,013	149,498	161,000	25.1	789,958
Milwaukee	43,689,398	438,803	100,000	12,495	25.5	323,300
Pittsburg	160,000,000	1,000,000	140,000	128,000	26.8	749,297
Albany	29,646,949	616,611	150,531	70,000	35.7	260,000
Rochester	10,529,850	490,576	54,000	11,000	13.2	155,000
Lowell		433,413	75,000	23,000	28.6	237,170
Syracuse	11,893,182	283,989	70,657	20,000	30.7	450,000
Springfield	23,567,180	369,680	80,295	34,285	29.2	310,847
Worcester	31,521,350	469,653	106,605	101,359	42.	400,000
Jersey City	31,763,835	444,997	83,000		18.6	260,000
Toledo	9,079,400	526,760	52,826	20,000	13.7	300,000
Cambridge	39,210,900	502,818	121,216	20,000	24.9	400,000
Indianapolis	12,757,572	271,416	47,057	51,706	36.1	255,000

TEACHERS' SALARIES.

Since there have been considerable excitement and discussion, pro and con. during the last year in the public press and among the friends and enemies of the Public Schools, in regard to the schedule of salaries paid to the teachers in the employ of the Department, I have prepared the following comparative statement of the salaries in San Francisco and in several of the leading cities of the East. These statistics have been collated from the able report of Duane Doty, Esq., Superintendent of Public Schools of Detroit, and are for the year 1869. They are the most valuable and interesting facts which have yet been published in regard to the management and condition of our schools. I cannot too strongly commend them to those interested in public instruction, as they contain a complete epitome of all the important items of financial interest in connection with the schools of these cities. The teachers and friends of education in San Francisco cannot charge the Board of Education with being mean or parsimonious in rewarding the faithful teachers of our schools with low and illiberal salaries. This is especially the case in regard to the salaries paid to the primary assistant teachers, which are more than one hundred per cent. higher than the salaries which are paid to teachers in similar positions in most of the Eastern cities.

	SAN FRANCISCO.	CHICAGO.
1—Population at this date.....	161,280	292,064
2—Assessed valuation of the real and personal property of the city....	\$114,769,510 06	\$265,012,140 00
3—Cash valuation of the Public School property at this date.....	\$1,729,800	\$1,873,376 00
4—School census ages.....	5 and 15	6 and
5—Last School Census.....	25,785	64,757
6—Whole number of different names enrolled in the School Registers for the year.....	22,152	24,740
7—Average number of pupils belonging to the Public Schools for the year.....	16,371	22,837
8—Number of pupils in average daily attendance	15,394	22,064
9—Whole number of sittings in Public Schools.	15,500	23,000
10—Amount raised for building purposes, build- ing School Houses for the year	\$46,790 61	\$162,633
11—Number of weeks in the school year.....	42	40
12—Cost of tuition based on rates of salaries paid teachers at the close of the year.....	\$21 00	\$16 05
13—School sittings will accommodate what per cent. of School Census.....	62.3	35.5
WHOLE NUMBER OF TEACHERS WITH RATES OF SALARIES PAID AT THE CLOSE OF THE YEAR 1899.		
	Men.....	Eve'g school {
Women.....		
	360 at \$334,670	482 at \$366,795

CINCINNATI.	ST. LOUIS.	LOUISVILLE.	BOSTON.
225,000	250,000	140,000	220,870
\$130,715,510 00	\$138,523,480 00	\$70,000,000 00	\$549,511,600 00
\$1,500,000 00	\$3,055,382 00	\$602,100 00	\$3,962,869 00
5 and 21	5 and 21	6 and 20	5 and 15
105,624	76,443	37,216	42,624
24,828	19,545	13,569	.....
19,591	16,659	9,530	33,535
18,637	15,587	8,550	31,126
22,320	18,096	.....	39,356
.....	\$159,682 00	\$50,000 00	\$346,611 00
42	40	42	42
\$17 83	\$17 29	\$14 85	\$21 85
21	23.6	.....	92.3
2 at \$2,600	1 at \$3,000	2 at \$2,500	4 at \$4,000
2 at 2,200	2 at 2,250	18 at 1,500	35 at 3,000
1 at 2,100	at 2,000	1 at 1,000	31 at 2,400
2 at 2,050	1 at 1,900	11 at 900	10 at 1,700
1 at 2,000	1 at 1,800	.....	.....
16 at 1,900	2 at 800	.....	.....
8 at 1,800	1 at 750	.....	.....
2 at 1,700	2 at 700	.....	.....
1 at 1,600	1 at 650	.....	.....
4 at 1,500	.....	.....	.....
1 at 1,400	.....	.....	.....
19 at 1,300	.....	.....	.....
2 at 1,200	.....	.....	.....
7 at 1,100	.....	.....	.....
3 at 1,000	.....	.....	.....
15 at rate am't to 9,700	.....	.....	.....
1 at \$1,800	1 at \$2,500	1 at \$1,500	1 at \$1,700
1 at 1,500	3 at 1,400	3 at 900	3 at 1,500
2 at 1,200	2 at 1,300	3 at 800	30 at 900
5 at 1,000	7 at 1,200	3 at 650	58 at 800
2 at 900	7 at 1,000	58 at 600	584 at 700
23 at 800	10 at 900	48 at 500	17 at 1,000
3 at 750	32 at 750	69 at 400	5 Music at 10,550
140 at 700	8 at 700	3 Music at 3,500	2 Drawing at 4,500
35 at 650	51 at 650	.....	.....
39 at 600	129 at 600	.....	.....
32 at 550	68 at 550	.....	.....
42 at 500	34 at 500	.....	.....
18 at 450	3 at 400	.....	.....
10 at 400	3 Music at 2,000	.....	.....
.....	1 Writing at 2,000	.....	.....
.....	1 Drawing at 1,000	.....	.....
439 at \$350,500	338 at \$288,050	220 at \$141,610	780 at \$732,850

	BALTIMORE.	NEWARK.	CLEVELAND.	MILWAUKEE.
1....	350,000	120,000	93,000	80,000
2....	\$212,000,000 00	\$73,872,050 00	\$36,462,967 00	\$43,689,398 00
3....	.....	\$462,500 00	\$789,958 00	\$323,300 00
4....	5 and 20	5 and 18	5 and 21	4 and 20
5....	69,036	24,340	27,524	24,494
6....	35,375	11,421	11,151	11,407
7....	24,306	7,793	7,695	6,963
8....	19,287	6,636	7,222	6,604
9....	.....	9,500	9,648	7,000
10....	\$116,480 00	\$25,000	\$161,005 00	\$12,495 00
11....	42	42	41	42
12....	\$13 60	\$12 70	\$15 33	\$17 39
13....	.....	39.0	35.0	28.6
Teachers—Men.	1 at \$2,700	1 at \$2,100	1 at \$3,000	1 at \$2,500
	3 at 2,200	11 at 1,900	1 at 2,000	1 at 1,700
	2 at 2,000	1 at 1,600	6 at 1,800	1 at 1,600
	4 at 1,800	1 at 1,200	2 at 1,600	8 at 1,200
	11 at 1,500	4 at 1,100	1 at 1,200	1 at 1,000
	4 at 1,404	2 at 1,000	.....	19 at 800
	2 at 1,296	1 at 900	.....	.....
	3 at 900	.....	.....	.....
	4 at 804	.....	.....	.....
Teachers—Women.	7 at 900	.....	.....	.....
	2 at \$1,000	1 at \$1,000	5 at \$1,000	1 at \$1,200
	20 at 900	1 at 800	8 at 800	1 at 600
	1 at 500	18 at 700	11 at 700	9 at 504
	15 at 900	2 at 650	99 at 600	9 at 450
	5 at 804	2 at 600	7 at 550	71 at 396
	10 at 672	11 at 550	16 at 500	13 at 360
	17 at 516	24 at 500	5 at 450	.....
	60 at 504	23 at 450	13 at 400	.....
	18 at 648	25 at 400	.....	.....
	37 at 480	33 at 350	.....	.....
	62 at 696	1 Music at 1,000	.....	.....
	6 at 600	1 Music at 200	.....	.....
	135 at 468	1 Music at 300	.....	.....
	57 at 432	.....	.....	.....
	49 at 408	.....	.....	.....
	4 Music at 5,500	.....	.....	.....
	539 at \$330,648	164 at \$98,980	175 at \$118,000	135 at \$74,782

DETROIT.	SPRINGFIELD.	ALBANY.	NEW HAVEN.
80,000	30,000	75,000	47,000
\$22,935,853 00	\$23,567,180 00	\$29,646,949 00	\$38,010,539 00
\$324,000 00	\$316,847 00	\$260,000 00	\$500,000 00
5 and 20	5 and 15	5 and 21	4 and 16
27,039	4,156	27,395	9,750
10,717	4,617	9,713	6,767
7,127	3,123	6,096	5,664
6,883	.....	5,211	5,337
7,118	4,440	6,070	6,069
\$75,000 00	\$34,285 00	\$70,000 00	\$35,898 00
40	40	42	40
\$2 00	\$17 85	\$13 28	\$14 49
26.3	100.0	22.1	62.2
3 at \$1,500	1 at \$2,300	1 at \$3,000	1 at \$3,000
1 at 1,400	5 at 1,700	1 at 2,000	8 at 2,000
1 at 1,200	1 at 1,500	4 at 1,750	1 at 1,800
2 at 1,100	1 at 1,200	11 at 1,500	.....
1 at 900	.....	1 at 1,200	.....
.....	.....	1 at 1,000	.....
.....	.....	2 at 800	.....
.....	.....	1 at 600	.....
.....
.....
1 at \$800	1 at \$800	1 at \$900	2 at \$800
1 at 625	6 at 600	1 at 700	4 at 700
1 at 600	7 at 550	2 at 550	3 at 650
10 at 500	4 at 500	49 at 500	6 at 600
3 at 475	56 at 450	39 at 450	20 at 550
1 at 450	2 at 425	6 at 400	40 at 500
19 at 425	4 at 375	1 Music at 1,650	10 at 450
1 at 410	6 at 350	.....	21 at 400
40 at 400	6 at 200	.....	7 at 350
22 at 350	1 Writing at 1,200	.....	11 at 200
20 at 300	.....	.....	1 Music at 1,800
.....	.....	.....	1 Drawing at 1,000
.....
.....
.....
.....
127 at \$57,085	101 at \$55,800	120 at \$30,900	136 at \$82,100

	WORCESTER, MASS.	LOWELL.	PROVIDENCE.	ROCHESTER.
1....	41,000	40,000	66,500	75,300
2....	\$31,251,350 00	.....	\$93,070,900 00	\$10,529,850 00
3....	.....	\$237,170 00	\$500,000 00	\$155,000 00
4....	5 and 15	5 and 15	.....	.....
5....	6,846	6,166	.....	25,803
6....	8,691	7,147	8,569	8,704
7....	6,322	5,226	.....	6,233
8....	5,610	4,627	7,321	5,454
9....	6,877	6,053	.....	6,999
10....	\$101,359 00	\$23,000 00	\$115,000 00	11,000
11....	41	44	41	42
12....	\$12 88	\$12 83	.....	\$11 42
13....	100.0	98.1	.....	27.1
Teachers--Men.	1 at \$2,000	1 at \$2,200	2 at \$1,900	1 at \$1,800
	1 at 1,800	1 at 1,800	6 at 1,800	10 at 1,200
	6 at 1,700	8 at 1,700	1 at 1,400	1 at 500
	.....	2 at 1,500	1 at 250	.....

Teachers--Women.	2 at \$1,000	1 at \$900	1 at \$1,100	8 at \$600
	1 at 1,200	4 at 650	1 at 950	1 at 700
	1 at 650	67 at 500	2 at 800	4 at 500
	2 at 600	6 at 450	2 at 700	126 at 400
	2 at 800	17 at 400	25 at 500	.....
	1 at 700	.....	18 at 450	.....
	25 at 575	.....	23 at 425	.....
	23 at 550	.....	16 at 400	.....
	56 at 507	.....	5 at 600	.....
	8 at 450	.....	7 at 575	.....
	1 Music at 1,500	.....	30 at 550	.....
	.....	.....	3 at 475	.....
	.....	.....	17 at 350	.....
	.....	.....	1 at 255	.....
	.....	.....	2 Sewing at 500	.....
	.....	.....	1 Music at 700	.....
	.....	.....	2 Music at 600	.....
	.....	.....	1 Music at 500	.....
	130 at \$81,475	107 at \$67,100	167 at \$100,730	151 at \$72,200

COLUMBUS.	TOLEDO.	NEWPORT, R. I.	WHEELING, VA.
40,000	33,000	13,000	20,000
.....	\$9,079,400 00	\$21,407,400 00	\$11,000,000 00
\$300,000 00	\$300,000 00	\$90,000 00	\$108,000 00
5 and 21	5 and 21	5 and 16	6 and 21
9,380	9,079	3,100	6,706
4,936	5,249	1,417	2,890
3,789	3,513	1,113	1,981
3,600	3,345	1,027	1,859
4,307	4,309	1,496	2,600
.....	\$20,000 00	\$31,500 00	\$27,648 00
40	40	40	40
\$15 05	\$13 47	\$12 91	\$13 20
45.9	47.4	48.2	38.7
1 at \$1,800	1 at \$2,000	1 at \$1,500	6 at \$1,000
2 at 1,600	3 at 1,500	2 at 1,000	1 at 700
6 at 1,500	1 at 1,400	1 at 400	1 at 600
1 at 1,250	2 at 800	.....	2 at 400
2 at 800	2 at 750	.....	.....
.....	3 at 550	.....	.....
.....	1 at 500	.....	.....
.....	1 at 450	.....	.....
5 at \$650	3 at \$800	1 at \$900	7 at \$400
54 at 500	1 at 675	2 at 550	16 at 385
9 at 450	8 at 600	1 at 525	22 at 360
11 at 400	2 at 575	1 at 475	1 at 300
1 at 1,500	9 at 550	1 at 450	.....
.....	6 at 525	8 at 425	.....
.....	20 at 500	1 at 375	.....
.....	10 at 475	10 at 325	.....
.....	2 at 450	.....	.....
.....	6 at 425	.....	.....
.....	2 at 400	.....	.....
.....	5 at 350	.....	.....
.....	1 at 240	.....	.....
.....
.....
.....
.....
.....
92 at \$57,050	80 at \$47,420	29 at \$14,375	56 at \$26,160

	ST. PAUL, MIN.	CAMDEN.	ST. JOSEPH.	INDIANAPOLIS.
1....	20,000	27,000	25,000	44,000
2....	\$9,000,000 00	\$8,575,509 00	\$8,224,890 00	\$21,757,572 00
3....	\$60,000 00	\$109,170 00	\$81,000 00	\$255,000 00
4....	5 and 21	5 and 18	5 and 21	6 and 21
5....	5,078	5,631	5,127	11,028
6....	2,500	2,912	2,160	5,160
7....	1,550	2,221	1,293	3,549
8....	1,420	1,959	1,186	3,375
9....	1,650	2,518	1,664	4,000
10....	.....	.....	\$30,000 00	\$51,706 00
11....	40	42	40	40
12....	\$12 48	\$8 86	\$14 19	\$15 10
13....	32.4	44.7	32.4	36.2
Teachers—Men.	1 at \$1,400	1 at \$1,500	1 at \$1,800	1 at \$1,700
	3 at 1,200	2 at 1,200	2 at 1,200	2 at 1,200
	1 at 1,000	1 at 500	.....	1 at 1,600

Teachers—Women.	1 at \$650	1 at \$750	1 at \$800	1 at \$1,200
	4 at 500	2 at 600	1 at 750	1 at 850
	10 at 450	3 at 475	1 at 700	3 at 800
	10 at 400	3 at 425	4 at 600	4 at 750
	4 at 375	7 at 380	19 at 500	4 at 700
	.....	1 at 350	.....	9 at 650
	.....	8 at 340	.....	10 at 600
	.....	1 at 325	.....	15 at 550
	.....	7 at 300	.....	19 at 500
	.....	9 at 275	.....	17 at 450
	.....	.....	.....	1 at 400
	36 at \$19,350	46 at \$19,680	29 at \$18,350	88 at \$53,600

BANGOR.	KINGSTON, N. Y.	MANCHESTER.	CAMBRIDGE.
20,000	10,000 00	27,000	40,00
\$9,059,122 00	\$1,774,880 00	\$10,205,402 00	\$39,210,900 00
\$112,000 00	\$60,000 00	\$140,000 00	\$400,000 00
4 and 21	.....	5 and 18	5 and 15
5,382	1,803	5,000	7,571
3,572	1,225	3,500	.....
2,849	1,100	2,259	5,642
.....	900	1,969	5,191
3,950	1,000	2,400	.....
.....	\$4,990 00	\$8,500 00	\$20,000 00
36	42	40	43
\$8 72	\$12 55	\$14 50	\$17 36
73.3	55.4	48.0	.....
1 at \$1,800	1 at \$1,400	1 at \$1,800	1 at \$2,500
1 at 1,350	1 at 1,200	2 at 1,500	9 at 2,000
1 at 1,000	4 at 750	1 at 1,300	.....
.....	.....	1 at 1,200	.....
.....	.....	1 at 1,100	.....
.....	.....	2 at 800	.....
1 at \$700 00	1 at \$600	1 at \$800	1 at \$1,000
1 at 550 00	1 at 550	3 at 500	5 at 800
4 at 400 00	1 at 500	1 at 450	95 at 600
10 at 388 50	3 at 456	32 at 400	9 at 550
32 at 306 00	12 at 396	5 at 370	17 at 5
1 at 296 00	.....	11 at 350	1 Music at 2,000
6 at 171 00	.....	2 Music at 1,500	.....
12 at 130 00	.....	.....	.....
1 Music at 700 00	.....	.....	.....
1 Writing at 650 00	.....	.....	.....
.....
72 at \$24,859 00	24 at \$13,810	63 at \$32,775	138 at \$97,950

	POUGHKEEPSIE.	PATTERSON	BURLINGTON, IOWA.	PITTSBURGH.
1....	19,000	40,000	16,000	100,000 00
2....	\$15,356,550 00	.....	\$3,650,000 00	\$240,000,000 00
3....	\$55,000 00	\$150,000 00	\$90,000 00	\$749,297 00
4...	5 and 21	5 and 18	5 and 21	6 and 21
5....	5,772	7,955	4,313	23,000
6....	2,865	6,094	2,063	12,329
7....	1,546	3,451	1,414	8,747
8. ..	1,181	.....	.....	7,057
9....	1,737	4,000	2,000	10,911
10....	.....	\$46,000	\$7,000 00	\$128,000 00
11....	41	44	40	40
12....	\$9 99	\$9 02	\$13 08	\$15 91
13....	30.0	5.02	46.3	43
Teachers--Men.	1 at \$1,200	1 at \$1,500	7 at \$1,000	1 at \$2,200
	.....	2 at 1,100	1 at 1,500	5 at 1,750
	.....	1 at 1,000	.....	15 at 1,600
	.....	1 at 800	.....	7 at 1,200
	.....	1 at 600	.....	1 at 600
	.....	1 at 400	.....	1 at 300
	.....	.....	.....	1 at 600
Teachers--Women.	1 at \$600	1 at \$600	2 at \$600	1 at \$900
	3 at 450	4 at 550	22 at 400	1 at 750
	6 at 400	1 at 500	.....	27 at 650
	8 at 350	3 at 460	.....	30 at 550
	5 at 325	3 at 450	.....	43 at 500
	1 at 320	2 at 425	.....	30 at 450
	15 at 300	9 at 400	.....	7 at 600
	1 at 150	6 at 375	.....	26 at 400
	1 Music at 1,500	8 at 350	.....	16 at 300
	.....	13 at 325	.....	4 at 1,000
	.....	20 at 300	.....	2 at 150
	42 at \$15,445	77 at \$31,155	32 at \$18,500	218 at \$139,250

SCHOOL CENSUS.

MARSHAL'S REPORT OF THE SCHOOL CENSUS RETURNS FOR THE CITY AND COUNTY OF SAN FRANCISCO, FOR THE SCHOOL YEAR
ENDING JUNE 30, 1870.

WARDS	Number of White Children between five and fifteen years of age		Number of Negro Children under five years of age....		Number of Indian Children between five and fifteen years of age who live under guardianship of white persons		Number of Negro Children between five and fifteen years of age....		Number of Children between five and fifteen years of age who have attended Public Sch'ls at any time during the School Year		Number of Children between five and fifteen years of age who have attended Private Sch'ls at any time during the year		Number of Children between five and fifteen years of age who have not attended School at any time during the School Year ..		Number of Mongolian children under fifteen years of age		No. of Mongolian children between 5 and 14 years of age attending school.		Number of White children between five and six years of age		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	White	Negro	Indi'n	White	Negro	Indi'n	White	Negro	Indi'n	White	Negro	Indi'n
1st Ward	624	633	1207	1	2	3	1	4	564	3	3	6	293	47	2	7	278	21	7	7	278
2d Ward	1274	1286	2760	16	13	29	..	..	1735	13	..	..	474	513	2	..	513	2	..	..	513
3d Ward	81	84	165	..	..	..	..	..	166	..	..	..	..	24	..	..	24	..	..	..	24
4th Ward	868	851	1717	34	28	70	..	..	1683	32	..	..	247	571	6	..	571	19	..	..	571
5th Ward	88	81	173	..	..	..	..	..	82	1	..	..	..	37	..	..	37	..	..	..	37
6th Ward	812	872	1684	12	9	21	..	..	611	11	..	..	166	319	..	..	319	2	..	..	319
7th Ward	870	818	1688	5	6	11	..	..	1074	3	..	..	341	373	2	..	373	2	..	..	373
8th Ward	1445	1323	2768	..	..	..	7	10	1065	8	..	..	616	1344	4	..	1344	..	..	..	446
9th Ward	1112	1103	2215	..	..	..	5	2	1338	6	..	..	376	1397	..	..	1397	2	..	..	492
10th Ward	2445	2688	5133	3	2	5	..	..	2628	..	..	..	1168	3025	1	..	3025	3	..	..	894
11th Ward	2177	2438	4615	3	1	4	..	..	2445	..	..	..	648	4117	2	..	4117	1	..	..	706
12th Ward	1531	1448	2979	..	..	..	..	..	1843	..	..	..	217	826	..	..	826	..	..	..	826
Grand Totals	13 156	12 719	26 875	74	70	144	3	17	20 17 823	73	..	..	4	4571	11	..	4571	27	..	..	4787

These figures are encouraging, and show that, notwithstanding the great business depression which we have experienced during the year, our city is steadily increasing in population and prosperity. Last year the whole number of children of all races under fifteen years of age was 41,488; this year the number is 45,617, a gain of 4,129. Last year the whole number of children between six and fifteen years—the legal age to attend school—was 23,905; this year the number is 24,879, a gain of 974.

The following is a comparative statement of all the children in the city under eighteen years of age, from 1859 to 1865 inclusive. Since 1865 the census has only been taken of children under the age of fifteen.

June, 1859	13,858
“ 1860.....	15,400
“ 1861.....	20,933
“ 1862.....	22,044
“ 1863.....	25,952
“ 1864.....	30,480
“ 1865.....	32,529

UNDER FIFTEEN YEARS OF AGE.

June, 1866.....	30,675
“ 1867.....	34,889
“ 1868.....	39,728
“ 1869.....	41,488
“ 1870.....	45,617

ATTENDANCE.

The attendance during the last year has been more general and regular than during any previous period in the history of our Public Schools. According to the reports of the census marshals the whole number of children in the city between six and fifteen years—the legal age to attend school—is 24,879; the whole number of children attending school a longer or shorter period of time was 22,152, which is an attendance of 89 per cent. of all the children in the city of the legal age to attend school. The average num-

ber of children belonging to the schools is 16,371, which is a general average attendance of 66 per cent. This shows a better percentage of attendance at our Public Schools than is reported in any other city of the country.

The following is a summary of the monthly reports of all the Public Schools during the last school year :

Whole number of days' attendance.....	3,178,923
Whole number of days' absence	214,938
Whole number of cases of tardiness	51,155
Whole number of pupils enrolled.....	22,152
Average number belonging	16,371
Average daily attendance	15,394
Percentage of attendance on the average number belonging	94
Number of new pupils entered who have not before attended the Public Schools during the year.....	7,912
Number of pupils received by transfer from other schools	3,201
Number left school	9,407
Total number of suspensions.....	251
Total number of instances of truancy.....	892
Total number of cases of corporal punishment.....	8,105
Number of times the teachers have been tardy, or have left before the close of school.....	1,572
Number of days the teachers have been absent from school.....	1,473
Number of visits made to classes by the Principals of the Districts	8,400
Number of visits made by teachers to parents.....	3,893
Number of visits made by School Directors.....	1,494
Number of visits made by the Superintendent.....	857
Number of visits to classes by the public.	14,164

I have also prepared the following comparative statement of the whole number of pupils enrolled, and the average daily attendance of all the Public Schools since 1852; and the percentage of attendance since 1860.

	No. Enrolled.	Average Daily Attendance.
During the year ending October 31, 1852.....	2,132	445
During the year ending October 31, 1853.....	2,870	703 ¹ / ₂
During the year ending October 31, 1854.....	4,199	1,011 ¹ / ₂
During the year ending October 31, 1855.....	4,694	1,484
During the year ending October 31, 1856.....	3,370	2,516
During the year ending October 31, 1857.....	4,637	2,155
During the year ending October 31, 1858.....	5,273	2,521
During the year ending October 31, 1859.....	6,001	2,829
During the year ending October 31, 1860.....	6,108	2,837
During the year ending October 31, 1861.....	6,674	3,377
During the year ending October 31, 1862.....	8,203	3,794
During the year ending October 31, 1863.....	8,177	4,389
During the year ending October 31, 1864.....	10,981	5,470
During the year ending October 31, 1865*.....	—	6,718
During the year ending June 30, 1866*.....	—	8,131
During the year ending June 30, 1867*.....	—	10,177
During the year ending June 30, 1868.....	17,426	11,871
During the year ending June 30, 1869.....	19,885	13,113
During the year ending June 30, 1870.....	22,152	15,394

* No record kept of the number enrolled.

PERCENTAGE OF ATTENDANCE.

1860.....	83
1861.....	90
1862.....	90
1863.....	91
1864.....	92
1865	92 ⁹ / ₁₀
1866.....	93 ¹ / ₂
1867.....	93 ⁴ / ₅
1868.....	93 ³ / ₄
1869.....	92 ⁷ / ₁₀
1870.....	94

These percentages were obtained by dividing the whole number of days' attendance by the sum of the number of days' attendance and the number of days' absence.

CITY BOARD OF EXAMINATION.

The Board consists of Messrs. Silas A. White, E. D. Humphrey, Noah F. Flood, Hon. O. P. Fitzgerald, State Superintendent of

Public Instruction, John M. Burnett, Esq., President of the Board of Education, and James Denman, City Superintendent of Common Schools.

The applicants for certificates to teach English were thoroughly examined by written and printed questions in reading, spelling, defining, arithmetic, grammar, geography, history of the United States, theory and practice of teaching, School Law of California, Constitution of the United States, composition, algebra, physiology and natural philosophy.

The examination of candidates for the different certificates was the same, except in algebra and natural philosophy, which were omitted in the examination of applicants for third grade certificates.

One hundred and forty-one certificates have been issued during the year, viz., 5 first grade, 47 second grade, 51 third grade, 30 special certificates to teach German and French, 5 to teach music, 1 to teach drawing, 1 to teach in the Evening Schools, and 1 to teach in the Colored School, as Principal. Of these, 3 certificates of the first grade were issued upon examination by the Board, and 1 was renewed; 1 certificate of the second grade was issued upon examination, and 13 were renewed; 7 certificates of the third grade were issued upon examination, and 44 were renewed; 31 special certificates were issued upon examination, and 7 were renewed.

Of the 25 special certificates issued upon examination to teachers wishing to instruct in the foreign languages in the Cosmopolitan Schools, 11 were to instruct in German, 11 in French, and 3 in German and French. The Board was assisted in the examination in the German language by Prof. H. N. Bolander, Principal of the Cosmopolitan Schools, Dr. Carl Precht, and Dr. Elkan Cohn, and in the French language, by Dr. Pigné Dupuytren and M. Theodore Thiele, editor of the "National."

The graduates of the Girls' High and Normal School were granted certificates upon their examination in the High and Normal Training School; 1 received a first grade certificate, and 33 received second grade certificates. After six months' successful experience, these graduates are granted higher grade certificates, according to the option of the Board.

TRUANT OFFICER.

In my last report I urged the necessity of adopting severe and effective measures to check the growing evils of truancy and vagrancy, which are rapidly corrupting the youth of our city. I am happy to be able to report that while our schools have largely increased, the cases of truancy have decreased during the year from 1076 (the number reported last year) to 892, the number this year. During the year 773 pupils were reported to the Truant Officer for being absent from school without permission from their teachers. On visiting their homes it was ascertained that 289 were absent on account of sickness, or were detained to assist their parents, and 4 were withdrawn from school. 324 truants, who have been reported as the most incorrigible, have been induced to return to school through the exertions of the officer and the influence of the teachers, who in some instances have shown a commendable zeal and interest in visiting parents to reclaim the wayward and abandoned youth under their charge, which should entitle them to our kindest consideration and gratitude.

Forty incorrigible boys, who have defied all attempts at reformation by their teachers and parents, have been brought before the Police Judge and sentenced to the Industrial School, to rescue them from lives of infamy and crime. While great good has been accomplished in checking truancy in our schools, yet much remains to be done to free the city of a large class of youthful vagrants who are educating themselves in the streets and byways, and around the wharves, in all the crimes of a large metropolis. There are at least 2,000 children in San Francisco leading idle and vicious lives, who do not attend any school, and who are growing up in ignorance and vice. I cannot therefore too strongly recommend the necessity of passing and enforcing the most stringent laws to repress youthful vagrancy. If parents will not control their children and educate them for useful members of society, it is the duty of the State, for self-protection, to assume the responsibility. Society should also be educated and aroused to the importance of reclaiming the wayward youth in-

festing our city, for no laws can effect any great moral remedy unless sanctioned by an enlightened public sentiment.

GRAMMAR SCHOOLS.

The whole number of pupils enrolled in the grammar classes was 4,541; the average number belonging was 3,911, and the average daily attendance was 3,740.

To instruct this number of pupils the Board of Education employed 98 teachers, viz., 9 grammar-masters, 2 male Principals of mixed schools, one lady Principal of mixed school, 7 sub-masters, 8 head assistants and 71 assistants. Five special teachers were employed—two in drawing and three in vocal music.

The average number of pupils to each teacher was 40, and the average daily attendance was 38. The tuition of each pupil during the year was \$2.14; this estimate is based on the teachers' salaries only.

Three hundred and forty-five have passed over the course of study in the Grammar Schools, and have received certificates of graduation. Of this number 132, upon a re-examination for admission to the High Schools, were found qualified to enter.

The following table shows the number of pupils who graduated from the Grammar Schools and the number who were admitted to the High Schools.

Name of School.	No. Examined.	No. Graduated.	No. admitted into the High Schools upon Re-examination.
Lincoln	78	73	20
Rincon	39	39	25
Washington.....	18	15	1
Union	12	12	4
Denman ..	81	56	36
Broadway	19	19	13
Spring Valley.....	36	36	10
Mission	18	18	4
South Cosmopolitan.	43	43	7
Shotwell-street.....	22	22	6
North Cosmopolitan.....	15	12	6
Totals.....	381	345	132

The following table shows the number of pupils examined and promoted in the second, third and fourth grades of the Grammar Schools.

Name of School.	No. Enrolled.	No. Examined.	No. Promoted.
Denman	629	532	421
Lincoln	740	714	604
Rincon	452	327	300
Washington.....	188	158	149
Union.....	173	157	98
Broadway	229	222	165
Spring Valley.....	184	151	83
Mission	242	177	162
South Cosmopolitan.....	410	278	220
Shotwell-street.....	139	131	114
North Cosmopolitan.....	178	153	109
Tenth Street.....	182	86	73
South San Francisco.....	44	15	10
Pine and Larkin.....	13	13	13
Tyler-street.....	16	16	16
Totals	3,819	3,130	2,537

There have been no important changes in the Grammar Schools during the year. Greater progress has been attained in the instruction of the Grammar Department than during any previous year. With a better knowledge of the new course of study, our teachers have been more practical and thorough in their instruction.

At the annual examination in June, all the classes which had been on their respective grades one year passed a thorough and practical examination. The results given in the foregoing table show that the pupils acquitted themselves with a credit which should reflect great praise upon their instructors. The pupils were examined this year in writing, the same as last. The printed questions were all prepared by the Superintendent. The paper on each study contained from fifteen to twenty-five practical questions, which involved all the important topics of instruction taught in each grade. The percentage for graduation from the first grade was left optional with the Grammar Master of each District. For the second, third and fourth grades the percentage was 75.

I have not considered it wise or just to publish the percentage obtained by each school, on account of the great difference in crediting the answers by the different teachers in the Department. Generally, the Principals have carefully examined and credited the classes under their charge, according to the real merits of the answers, while others have been in the habit of marking their pupils too liberally in order to give their schools a high reputation for scholarship. Popularity upon such a false basis is generally of short duration, and in the end is always sure to injure the classification and retard the real progress of the pupils.

SUPERVISION.

At the head of each of the Grammar Schools there is a Grammar Master to supervise the organization of the Grammar and Primary Schools of the District. In order to give him time to discharge his difficult duties to the best advantage to the School Department, he is not required to give regular instruction to any particular class, or in any specified study. He is virtually a Deputy Superintendent, and is made responsible for the general condition and management of all the classes under his charge. By the rules of the Board of Education it is his duty, under the direction of the Superintendent, to examine and classify the pupils in the several classes of his School District. He is also required to visit the Primary Schools in his District at least once a month, for the purpose of noting the method of instruction, and the general success and management of the schools, and is required to report at the close of each month the number of visits made, and the schools and classes visited. He is authorized and required to examine the various classes, and recommend such changes and improvements as will secure a uniform system of instruction, in accordance with the provisions of the Manual of Instruction adopted by the Board of Education. In connection with the Principals of the Primary Schools, it is his duty to enforce the rule requiring every teacher's desk to be supplied with Calkin's Object Lessons, Sheldon's Elementary Instructions, Wilson's Manual, Cowdery's Moral Lessons, and such other books of reference as are required in the course of instruction adopted for

the Primary Schools. It is also his duty, after consulting with the Principals of the Primary Schools, to make an annual report to the Superintendent, at the close of the school month in May, of the success of the various teachers and their ability and fitness for the different positions in the School Department.

It will thus be seen that the success of the instruction imparted in our Grammar and Primary Schools depends, to a great extent, upon the administrative ability and professional qualifications and character of our Grammar Masters. In connection with the Principals of the High Schools, they have the direct supervision of 22,152 pupils; they must, therefore, necessarily exert a controlling influence in determining the character of our schools. Through the pupils and teachers under their charge they occupy positions of commanding influence in shaping public sentiment in respect to the education of the youth of our city.

The old motto, "As is the teacher so is the school," under our present organization should read, "As is the teacher so is the class," and "As is the PRINCIPAL so is the School."

A school organized and controlled by an able and energetic Principal, with even ordinary class-teachers, will accomplish *better* results than a school with good teachers, managed by an incompetent and inefficient Principal. In my visits I have always observed that those schools which accomplish most are those presided over by the most competent and hard-working Principals.

Wherever an efficient principal visits his classes daily to give model exercises and appropriate suggestions relative to the best methods of teaching, I have always found that such schools produce excellent results.

How important it is, then, that the Board of Education should employ none but the most gifted and able educators to fill the responsible position of Principal. In the language of another, "He ought to be a man of such power that his influence should be a constant presence, extending from the highest grade of his school to the lowest, permeating all, and following his pupils to their homes. His should be the mind to direct the labor of his associates in such a way as to give unity of design to the instruction of every department. He ought to be not only an earnest

and thoughtful teacher, but he should be one whose mind and nature have been broadened and liberalized by a generous culture. He ought to know how to teach any subject or grade in his school better than any teacher of that subject or grade." I have thus called attention to the important duties of the Principals of our schools, to show who is mainly responsible for the practical management and success of our schools.

It affords me great pleasure to report that most of our Principals are able teachers, who have labored with a zeal in elevating the character and usefulness of the schools under their charge, which should entitle them to the highest consideration and praise of every friend of education; yet some have given but little attention to the personal supervision of the classes committed to their charge. They have not infused that earnestness and enthusiasm in the work of the school-room, without which there can be but little success in the education of youth.

PRIMARY SCHOOLS.

The whole number of pupils enrolled in the Primary Schools during the year was 16,626; the average number belonging was 11,527; and the average daily attendance was 10,769.

The whole number of teachers regularly employed was 231; the average number of pupils to each teacher was 50, and the average daily attendance was 47. The average tuition for each scholar attending during the year was \$11.78.

The following table shows the number of Primary pupils enrolled in each school at the close of the year, the number examined and the number promoted.

Name of School.	No. Enrolled.	No. Examined.	No. Promoted.
Denman School, Primary Dep't	67	67	40
Lincoln " " "	220	194	124
Rincon " " "	91	79	72
Washington School " "	242	201	165
Union School, " "	281	252	207
Broadway School, " "	291	290	209
Spring Valley Sch'l " "	280	181	94
Mission School, " "	429	359	187
Shotwell-st. School " "	538	375	321
North Cosmopolit'n " "	398	291	101
Tenth-street School " "	516	435	353
South S. Francisco " "	134	57	39
Pine and Larkin, " "	605	537	497
Bush-street Cosmopolitan.....	499	258	192
South Cosmopolitan	485	335	278
Mason-street Cosmopolitan....	319	235	179
Tehama	812	579	410
Fourth-street.	528	517	449
Greenwich-street Cosmopolitan	444	250	175
Powell-street.....	473	362	318
Lincoln Primary	692	594	552
Union Primary	479	321	310
Eighth-street.....	577	318	267
Hayes Valley.....	238	175	142
Mission and Mary	260	132	91
City Training.....	232	198	159
Mission-street Primary	320	206	187
West End.....	40	29	25
Spring Valley	226	185	80
San Bruno	105	69	57
Fairmount.	137	65	46
Potrero.....	101	65	56
Pine-street.....	87	45	34
Tyler-street	216	90	64
Silver-street.....	606	299	251
Ocean House.....	21	14	5
Drumm-street.....	135	59	51
Laguna Honda	31	19	17
Hayes-street Primary.....	111	57	57
Colored School.....	112	112	92
Totals.....	12,378	8,887	6,953

A glance at these statistics is sufficient to show the magnitude and importance of this branch of our public instruction. More than three-fourths of all the children attending our schools are now receiving instruction in our primary classes. Nearly the entire youthful population of our city will depend upon the instruction imparted in these schools during the most important

years of their lives, while many of the children of the poor and unfortunate classes will receive their only schooling in the elementary classes of the Primary Department. How important, then, that the foundations of our education, which are here laid, should be upon a broad and generous basis; for if they are not firmly and wisely laid, the future temple of life must partake of their imperfections.

I take great pleasure in reporting that our Primary Schools are doing excellent work, and will compare favorably with those I have visited in Eastern cities. The instruction under our new course of study is thorough and practical, and the teachers, both principals and assistants, are generally efficient and thorough instructors. A large majority of our teachers are desirous to improve their qualifications for their difficult task, and to this end they have invited and adopted suggestions in regard to the best methods of instructing the youth under their charge. It is true, there are some inefficient and incompetent teachers in the Department, who care more about drawing their salary than they do to improve in their methods of teaching; but I am happy to report that there are but few of this class, and I trust that their number will soon be less.

In my visits to the Primary Schools I found much to approve and commend. Especially is this the case in the lowest grades.

Greater attention has been given to oral instruction and object teaching. The teachers have generally devoted considerable time and attention in preparing themselves to give instruction in these lessons, which are of great value in stimulating the perceptive faculties and in awakening a desire in children to notice the familiar objects which they see in the world around them. Habits of observation and accuracy in the use of language have thus been imparted to even the youngest pupils, which is invaluable in teaching them to express in their own language the knowledge which they have acquired.

There has also been great improvement in the writing of the Primary Schools.

Under the old course of study there was no script writing in the 8th, 9th and 10th grades, but now the children in these classes

can write their names and spelling lesson as easily and legibly as they formerly printed them.

Considerable attention has also been given to sentence making and to the correct use of language.

It is pleasant to visit some of our Primary Classes to witness the ease with which the children will construct beautiful impromptu sentences in regard to any familiar object which may be named.

I have received some very sprightly compositions from scholars of the 7th grade, which would reflect credit upon pupils of the Grammar Classes.

Local geography is now taught in all the grades of the Primary Department; first by pointing out the directions of the streets and the principal objects which can be seen from the school, and then by oral lessons on the important places in California and the Pacific Coast, so that every scholar passing through the Primary Classes can acquire quite a thorough knowledge of the geography of his own section of the country.

While there is much to say in praise of our Primary Schools, there is also much to be accomplished before they will arrive at that degree of perfection which is desirable. In most of our Primary Classes we are far behind Chicago and other Eastern cities in teaching numbers. Too much time is worse than lost in attempting to teaching the arithmetical tables by concert exercises, which is a mere parrot-like operation that weakens the reasoning faculties and destroys all power of individual thought and reflection. It is an evil which should be prohibited by the rules of the Board of Education. Better results could be obtained in half the time which is now devoted to memorizing lessons, if the pupils were individually drilled in combining numbers and analyzing the operations which they perform.

The management of the recesses deserves more attention than it receives. There is room for much improvement in this respect in a few of the schools. In some there is a wholesome discipline which governs everything, from the time the pupils leave their seats until they return again; while in others the yards during recess are scenes of disorder and confusion. According to the rules of the Department, at least one teacher is required to be in each yard to supervise the children and direct their exercises and

behavior during recess; but I fear that this wise and important regulation is not faithfully observed in many of the Primary and Grammar Schools.

COLORED SCHOOL.

The whole number of pupils enrolled in this school during the year was 145, and the average daily attendance was 76.

Although there has been some improvement in the attendance of this school since it has been permanently located on the corner of Taylor and Vallejo streets, yet there has not been that interest manifested by the parents in its success and prosperity which is desirable.

While some of the colored population are satisfied with the provision which the Board of Education has made for the education of their children, yet there is quite a large number who will not be contented until they are granted the privilege of sending their children to the same school with the white pupils.

The Board of Education is willing to give them equal educational facilities in their own schools with any other class of citizens; it is therefore unwise and unfortunate for the colored people to insist upon enforcing the attendance of their children at the white schools, in opposition to the State School law and the general sentiment of the community. It would be far better for them to unite with the officers of the School Department in laboring to elevate the character and usefulness of their present school. As soon as the number of children will warrant the expenditure, the Board of Education will establish colored schools in other sections of the city.

The school is making fair progress under the able supervision of Mrs. Georgia Washburn, who has labored efficiently to advance the best interests of the pupils committed to her charge.

CHINESE SCHOOL.

The whole number of pupils attending the Chinese School was 202, with an average daily attendance of only 20. This irregular attendance is mainly owing to the fact that the pupils are young men who only attend school long enough to acquire sufficient

knowledge of our language to enable them to transact business with us, when they leave school to act as clerks and interpreters for their countrymen.

Since the last Legislature repealed the law authorizing the establishment of Chinese Schools, I question the legality and propriety of expending the public funds to educate these young men, while we have not the means to furnish suitable accommodations for the large number of our own children constantly applying for admission.

EVENING SCHOOLS.

I take pleasure in reporting the progress which has been made in this important branch of our system of public instruction during the last year.

There has been a gratifying increase in the number and the regularity of attendance. A deeper interest has been manifested among the pupils to improve the liberal opportunities which the Department has furnished them for their intellectual advancement and material prosperity. During the year there were organized four Evening Schools for males, two for females, one for colored males and females, and one for Chinese. The number of teachers employed was 22—20 males and 2 females. The highest number of pupils in attendance during the year was 993; the average attendance was 503—a gain of 147. The average number taught by each teacher was 22. Most of the classes in the Lincoln School were quite large, averaging from 35 to 50, while some of the outside classes were quite small. A large majority of the pupils are young men from 16 to 30 years of age, who seem to take a deep interest in the exercises of the school, and who evince an earnest desire to overcome the difficulties of their position and to make up for the losses of youth. The progress that some of the young men—and even those who are advanced in life—have made in learning to read and write is truly astonishing. This is especially the case with the German and French classes. They have declared their purpose to make this country their future home; they therefore show a deep interest in making themselves familiar with our language. Their order and decorum have been most exemplary, and they are more

punctual in their attendance, and bestow more attention to their studies, than do the younger pupils in the other classes. Very many who upon entering could scarcely speak a word of English, before the close of the term of eight months could read and write quite understandingly.

I regret exceedingly to report that there has been but little interest evinced among the girls of the city to avail themselves of the advantages of the Evening School. At first, two classes were opened—one in the Cosmopolitan School building, corner of Bush and Stockton streets, under the charge of Miss E. M. Tiebout, and one in the Post-street Cosmopolitan building, under the charge of Mrs. A. E. DuBois; after a few months the class on Stockton street was reduced to a few scholars, who were consolidated with the school on Post street. The average attendance in both the Female Evening Schools during the year was 32. The pupils were very irregular in their attendance, which retarded their progress in their studies. It is to be hoped that a greater interest will be taken in this branch of our Evening Schools the coming year.

The classes in Commercial Instruction and Mechanical Drawing, which I recommended in my last report, were organized during the last term, and have met with promising success. The instruction imparted in them is of that practical character which will fit the young men of our city for the practical duties of life. I cannot too strongly commend these classes to the fostering care of the Board of Education. We need in our Public Schools more practical instruction, which will educate the youth of our country in the different trades and professions, by which they will have to acquire their daily support.

HIGH SCHOOLS.

The whole number of pupils enrolled in these schools during the year was 357; the average daily attendance was 283, and the percentage of attendance was 97.2.

The number of pupils attending the Boys' and Girls' High Schools is 1.6 per cent. of all the children attending the public schools; and it is about .0023 of the entire population of the city; or, in other words, we have but one pupil in the High

Schools to every 423 inhabitants. The number of pupils enrolled in the High Schools is about 89 per cent. of the pupils in the first grade grammar classes. While the attendance at our High Schools will compare favorably with similar institutions in the eastern cities, yet these percentages show that very few of the large number of the juvenile population who enter the public schools ever receive any instruction in these higher institutions of learning.

The whole number admitted during the year was 34 boys and 92 girls—total, 126; of these 115 were received from the Grammar Schools and 11 from other schools.

BOYS' HIGH SCHOOL.

Notwithstanding the great disadvantages and inconveniences under which this school has labored for want of sufficient room, and proper accommodations, yet it has passed another year of usefulness and prosperity, and has greatly increased in numbers and efficiency. It is justly regarded as a credit to the city, and an honor to the able corps of instructors. Of the twenty pupils in the last graduating class, seventeen have been admitted to the University of the Pacific. Most of them have taken high positions in their classes, and it is the unanimous opinion of the faculty that they are the best prepared of any of the pupils entering the institution.

By an Act of the last Legislature five free scholarships are awarded each year to the poor and most deserving pupils who can pass the most successful competitive examination. Under this rule but five pupils from the High School were competitors for these prizes, four of whom were successful.

During the year the whole number enrolled in this school was 165. The average daily attendance was 133, being an average of 22 to each teacher. The number who graduated was twenty; the number pursuing the classical course was thirteen.

The whole number of pupils promoted from the Grammar Schools at the close of the present school year, upon a re-exam-

ination for the High School, was thirty-five. They were from the following schools:

Lincoln.	20
Spring Valley.....	5
Union.	4
Shotwell-street....	3
South Cosmopolitan.	2
North Cosmopolitan.....	1
Washington	1

Upon the re-examination of the graduates of the Grammar Schools for admission to the High School, there were so many failures that the Board of Education organized a preparatory class, which has been placed in one of the basement rooms of the Washington School. As soon as this class completes the most important studies of the grammar course, it will be promoted and form a part of the High School department; but for want of room in the present over-crowded building, the class will have to remain where it is until the Board of Education can erect a suitable edifice for the Boys' High School.

Since the organization of the State University, the course of study in this school has been changed so as to adapt it to the curriculum of studies in the University. While this change may stimulate a large number of boys to enter the University, yet there is danger of impairing the usefulness and prosperity of the High School, by making it a mere stepping-stone to some higher institution. I fear that the boys of our Grammar Schools, who have not the time and means to complete a classical and scientific course, will soon learn to regard this school as a collegiate institution unsuited to prepare them for the varied cares and duties of life. While I am in favor of the most liberal culture, yet I think the great object and aim of our public schools should be to give the youth of our country a thorough practical education, which will fit them to become honored members of society and to discharge all the important duties of intelligent citizens.

GIRLS' HIGH AND NORMAL SCHOOL.

Since many of the instructors in our public schools receive their professional education in the theory and practice of teach-

ing in this school, it has become one of our most important educational institutions.

The curriculum of study in the High School Department includes all the practical branches taught in the higher seminaries for young ladies. It requires three years to complete this course, after which those who desire to enter the profession of teaching are required to spend a part of another year in the Training Department to receive instruction in the theory of teaching and the practical drill of the school room. While the High School course is thorough in the sciences, yet experience has shown that it is not practical enough to meet the wants of the large majority of the graduates who wish to prepare for the profession of teaching. I, therefore, desire to recommend that the theory and practice of teaching be introduced as a part of the regular instruction in the High School course. Every graduate of the school should be thoroughly drilled in the manual of study for our Primary and Grammar Schools. This would give them a thorough knowledge of the subjects which they will be required to teach in the school room.

The great fault with many of our Normal Schools is, that too much time and attention are given to the higher mathematics and the languages, while the common subjects in oral instruction and object teaching, which our teachers are required to impart in the primary and grammar classes, are almost entirely neglected.

The whole number of young ladies enrolled in this school during the year was 192; the average daily attendance was 162, being an average of 27 to each teacher employed.

• The number of graduates this year was 35. Of these 29 received instruction in the Training School, and received the following certificates to teach in our public schools, viz., 2 were granted first grade certificates, and 27 were granted second grade certificates. The percentages for awarding certificates to teach were based upon the standing and scholarship in the High School, and success in the Training School. It gives me great pleasure to certify to the success and popularity which most of the graduates of our High and Normal School have achieved as teachers in our public schools. Many are acknowledged to be among the most able and efficient teachers in the city. Since this institu-

tion has grown into more of a Normal than a High School, I fully endorse the recommendation of the Committee on High Schools, last year, that no pupil be admitted under fourteen years of age. The Board of Education has wisely resolved not to consider any teacher eligible to an election under eighteen years of age; there cannot, therefore, be anything gained by entering the High School at too tender an age, before the mind is sufficiently ripened and developed to grasp the abstract principles of the more advanced studies taught in this school.

The number promoted to this school at the close of this year, from the Grammar Schools, was 104. They were from the following schools:

Rincon.....	25
Denman.....	36
Broadway.....	13
Shotwell-street.....	5
North Cosmopolitan.....	5
South Cosmopolitan.....	4
Spring Valley.....	5
Mission.....	4
Other schools.....	7
Total.....	<hr/> 104

These pupils were all required to pass a rigid re-examination in the most important studies of the Grammar School course, before they were admitted to this school. The large number of failures, and the low percentages obtained by many who were admitted, clearly show defects in the instruction of the Grammar Department, which should be remedied by the Board of Education. From some schools not one-half of the pupils applying for admission were found qualified.

The school will soon be removed to the permanent edifice, which is now being erected on Bush street, near Hyde. In this new and beautiful structure, I predict for the Girls' High and Normal School a useful and prosperous future. In order to stimulate the young ladies to greater efforts in preparing for the profession of teaching, I desire to recommend the Board of Education to give the preference to the graduates of the High and

Normal School, in selecting teachers for our public schools. It would elevate the character and usefulness of the Normal School, and give teachers greater interest and confidence in completing their professional studies.

COSMOPOLITAN SCHOOLS.

The whole number of children attending the Grammar and Primary Departments of the Cosmopolitan Schools during the year was 3,372, a gain of 520, and the daily average attendance was 2,408, a gain of 567.

The whole number of teachers employed was 55, being an average daily attendance of 44 pupils to each teacher. While I am still of the opinion expressed in my last report, that the instruction in the Cosmopolitan Schools should be mainly confined to the languages, yet, if this recommendation does not receive the endorsement of the Board of Education, I desire to urge the necessity of changing the present system of teaching French and German so as to introduce the study of these languages in every school in this city, where there is a sufficient number of pupils who desire it. At present the children living in the distant parts of the southern and western portions of the city are compelled to travel long distances to attend the central school on Post street. This is very inconvenient, especially in the winter season. In St. Louis, Cincinnati and other western cities the study of the German language has been introduced in all the large schools with success, and I can see no good reason why the experiment should not be tried in San Francisco. Under this system, special teachers in the French and German are elected to give instruction in these languages in all the large schools where it is desirable. A better system of classification could thus be secured in the study of the languages than is possible where all the pupils are entirely graded in regard to their English studies. At present, in nearly all the grammar classes, there are scholars of every grade of proficiency in French and German reciting at the same time, which renders it almost impossible for the teacher to accomplish much in a large class of sixty children during the short space of time allotted to each recitation. The class in each study room should be under the instruction and government of a regular teacher

in English, which would be a great advantage over the present system of placing the same class under the control and instruction of different teachers in French, German and English.

The subject of introducing the study of the languages in our American system of public schools is receiving the earnest attention of the ablest educators of the country. It is one of particular interest to the cosmopolitan population of San Francisco. While I am in favor of giving a finished education in French and German to every child who has time and means, yet, on account of the short period which most of the children in the city attend school, it is an important question for us to consider, how to introduce the study of these languages so as not to interfere too much with the English—the language of the country, by means of which we must transact business and hold intercourse with each other. It is for this reason that I have offered the above suggestions, which I desire to recommend to the earnest attention and consideration of the Board of Education. It affords me pleasure to report that most of the classes in the Cosmopolitan Schools have made commendable progress in study and deportment. The teachers are generally earnest and efficient in the discharge of their duties, and under wise rules and regulations, instruction in the modern languages cannot fail to prove a great benefit to those who desire a liberal and finished education.

SCHOOL LIBRARIES.

The following table shows the number of volumes belonging to the libraries of each of the public schools and their estimated value at the close of the present year.

	Volumes.	Value.
Teachers' Library in the rooms of the Board of Education.....	1500	\$3000 00
Shotwell-street School.....	238	267 75
Spring Valley Grammar School.....	198	70 00
Lincoln Primary School.....	17	40 00
Girls' High School.....	280	600 00
Mission Grammar School.....	220	275 00
Broadway Grammar School.....	500	650 00
City Training School.....	60	50 00
North Cosmopolitan School.....	550	381 70
Pine-street School.....	15	10 00
South Cosmopolitan School.....	474	400 00
Union Grammar School.....	307	175 00
Lincoln Grammar School.....	1500	1500 00
Denman Grammar School.....	1000	800 00
Washington Grammar School.....	500	700 00
Rincon Grammar School.....	700	450 00
Boys' High School.....	411	1100 00
Total.....	8510	\$10469 45

It will be observed that most of these libraries are too small to be of any great practical use to several hundred pupils. There is not a sufficient number and variety of works to suit the different tastes and styles of the pupils attending a large school. I, therefore, desire to recommend to the Board of Education the propriety of uniting these in one central library for all the schools in the city. It should be located in the Lincoln or in some other large central hall, and should be open every Saturday for the distribution of books to all who are entitled to receive them. This change would not interfere with the schools during session hours, and would, I think, prove a great benefit in stimulating the pupils to a renewed interest in reading the rich volumes of history, biography, poetry, romance, eloquence and art, which could soon be collected, if all the funds were used to purchase one central library.

The books should be distributed only to the most deserving members of each school, as rewards for excellence in scholarship and good deportment.

The library would thus be a constant inspiring influence upon the pupils to enkindle in them an increased interest in their schools, and a greater devotion and earnestness in study.

COURSE OF STUDY.

Since the State Board of Education has changed several of the most important series of text books during the last year, it will be necessary to prepare a new Manual of Instruction for the Grammar and Primary Schools, for the school year commencing July, 1871.

The experience of the last three years has satisfied nearly all of our teachers, that but few changes are required. The work in some of the classes, especially the higher grades of the Primary Department, should be reduced, and the methods of instruction in all the grades should be more systematic and clearly defined.

In written arithmetic there is not enough attention given to the analysis of examples; and mental arithmetic should be taught in connection with written examples through the whole course.

More attention should be given to book-keeping. No well informed pupil should be ignorant, in any community, and especially in a large city like San Francisco, of the mercantile and business relations of life.

This study should be taught alike to both sexes, for I can see no reason why females, if educated, should not find employment in counting-houses, as well as males, thereby opening a new field of remunerative employment to a large class, who have been excluded from this department of labor. I desire to especially recommend, that more attention be given to this most important branch of practical instruction in the Girls' High and Normal School.

Grammatical parsing, analysis and etymology should also form a very important portion of the new course of study. In the 5th, 4th and 3d grades these topics should be taught orally, in connection with the reading exercises.

This course is pursued with great success in teaching French and German in the Cosmopolitan Schools, and I can see no good reason why it should not be equally useful in teaching the English language.

The careful study of etymology is important to an intelligent understanding of words and sentences, and should be taken up at an earlier period and prosecuted to a greater extent than it is at present.

The study of geography should be taught with less slavish adherence to minute details of the atlas. More attention should be given to oral lessons upon the local geography of California and the Pacific slopes, its climatic influences and its most important mineral and vegetable products. A knowledge of the general geography of the world should be given in topic lessons upon the principal mountain and river systems, the plains and plateaux; the exports and imports of the great commercial countries, the principal commercial and manufacturing cities of the world; the peculiar animal and vegetable products of the different zones and altitudes; and the important mineral products of the different countries and their relation to the manufacturing and commercial interests of the inhabitants. As far as possible, the geography and history of every country should be taught in conjunction, as the one serves to illustrate the other.

The course of study in music and drawing should be more clearly defined. The importance of these branches cannot be over estimated; they are productive of such unquestionable benefits in elevating and refining society, that no argument is necessary to demonstrate the propriety of retaining them as an indispensable part of the instruction of every school room.

The disparity in the specimens of penmanship in the different schools shows, that more time and attention should be given to this graceful and essential branch of instruction.

While the penmanship in the Lincoln and some other schools is the finest I have ever witnessed in any institution, yet many of our teachers almost entirely neglect any systematic instruction in this important study.

Reading in our public schools should receive more attention than is generally given to it at present. No branch of study is more superficially and erroneously taught in our schools than that of reading. As a mere elocutionary exercise, very superior results have been attained by some of our teachers; but as one of the greatest and most powerful instrumentalities for the acquisition

of useful knowledge, and for the elevation, expansion and cultivation of the mind, its capabilities have been rarely developed. Not a paragraph or sentence should be read without the ability of the pupil fully and clearly to comprehend its import and meaning.

SCHOOL GOVERNMENT.

Since the subject of school discipline is exciting much interest and discussion throughout the country, it may not be out of place to offer a few suggestions in this report in regard to the government and discipline of our public schools. While most of our teachers have secured good order and obedience in their classes, without undue severity, yet it cannot be denied that the number of cases of corporal punishment reported during the year is far greater, I trust, than it will ever be again.

Much of the disorder and punishment in our schools have been caused by the demoralization, in consequence of the sensational and exaggerated attacks of a portion of the press of the city, which for a time greatly excited the community against the teacher's right to use any force to compel obedience and submission to his authority. Through intimidation and public clamor one of the sub-masters of our schools was sentenced in an inferior court to a long term of imprisonment for inflicting a just and merited punishment on a refractory pupil. An appeal was taken to a higher court, which led to a thorough and learned adjudication of the rights and powers of the teacher to enforce obedience to his authority. The teacher was acquitted, and his legal right to inflict corporal punishment to enforce submission to rightful authority was fully affirmed by Judge Lake, in an able opinion, which I trust has resulted in great good to the School Department, and to the community in settling the right and power of teachers in governing their schools.

But while I am in favor of the great reform which is abolishing the frequent use of the rod for every offence committed in the school, yet I am not unmindful of the fact, that there is a large class of children, as well as men in every community, who cannot be permanently controlled except by compulsion and force.

The pupils of our schools are not all seraphs. Collected as they are from every grade of our cosmopolitan society, they represent

all the passions which humanity is heir to. It is therefore impossible to govern them all by the power of moral suasion which the most gifted and kind-hearted teacher may possess. Force must at times be used to subdue the self-willed, and the naturally vicious and disobedient pupils, or else they must be expelled from school and thrown upon the community to learn the lessons of the street—lessons at war with the vital interests of the people. It would be transferring them to a school in which they would make rapid progress in disobedience to parents, prevarication, obscenity, profanity, lewdness, intemperance, petty thieving, burglary, robbery, and murder. This alternative of expulsion from school is a dangerous expedient for society and the best interests of wayward youth. If this policy were adopted, there would be found a large number of boys in our schools, who from their own inclination, or from the vicious influence of others, would gladly embrace the first opportunity of throwing off the cares and restraints of the school room which their disobedience and misconduct would afford them. It would practically place it in the power of each refractory pupil to leave school whenever his whim or caprice might lead him to disobedience. Under such a system it would take but a short time to empty our school rooms of the stubborn and vicious, who most require the wholesome influence of restraining laws and proper discipline. It would soon populate our streets with idle and vicious boys, and crowd our prisons and Industrial School with juvenile offenders. This is not an imaginary or wild statement of the evils of expulsion. There are a large number of children in our city who would regard it rather as a boon, and not a penalty, to have the doors thus opened to them, to lead lives of crime and idleness.

Our police records and crowded Industrial School show that we have already too large a number of this class of juvenile offenders, for the present and future welfare and safety of the city.

But it may be asked, what course shall be adopted to reclaim the rebellious and wayward youth of our schools, if they will not yield to moral suasion or proper force? It is a serious question to answer, and one which is exciting the interest and attention of the statesman and philanthropist everywhere. According to a resolution of the Board of Education, I have corresponded with

school officers and educational gentlemen of Eastern cities, in regard to the best system of discipline and government for the vicious and incorrigible pupils. I find but few who are satisfied with the means which have yet been adopted for the reformation of juvenile offenders.

The most practical plan which I can suggest from my inquiries and investigations is the establishment of one or two central classes in different parts of the city, at which all the most refractory and unmanageable pupils shall be compelled to attend until they are thoroughly reformed, and are willing to submit to the authority of the school without recourse to undue severity. The most competent and successful teachers to manage and govern obstinate and refractory pupils, should be selected to discipline and instruct these classes. They should be gentlemen of large experience, and with feelings and instincts in harmony with child nature, and should possess a firmness of character and kindness of heart which would enforce respect and obedience without severity. With such instructors, I think great good would result to our public schools by establishing one or more classes for the training of juvenile offenders. The truant officer should visit them daily to look after absentees. It would add but little to the expenses of the School Department, and would relieve the different schools of some of the most turbulent and troublesome scholars who are constant annoyance to their classes and who require too much of their teachers' time to keep them in subjection.

In many of the Eastern cities incorrigible and truant scholars are sentenced to long terms of confinement in houses of correction, and industrial schools, where, instead of reforming, they too frequently become confirmed and hardened offenders against the law and the peace of society. Confinement in cells and behind grated bars is not the proper place to reform erring youth. It may be a fit place for hardened criminals, but should never be the home of susceptible youth, except as a last resort. It is therefore with no ordinary feelings of earnestness that I would recommend the Board of Education to establish at once a school for the reformation of refractory boys. Its halls and yards should be furnished with all the modern improvements which can make the school pleasant and attractive, and with such able and philanthropic

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teachers as I have described, I predict for it a great sphere of usefulness to society and humanity, in rescuing the wayward youth of our city from lives of disorder and crime.

OVER-WORK AND HOME STUDY.

A few parents complain that the health of the pupils attending our schools has been seriously impaired by requiring a pernicious amount of home study which deprives children of that relaxation of mind which is so necessary at all periods of life, but particularly so to young and sensitive children.

While others, and a far larger number, find fault because their children do not devote sufficient time to study; that their lessons are too short, and that they are not promoted rapidly enough. It cannot be denied that both these charges in some cases are true. Among nearly four hundred teachers, there will always be some whose incompetence and want of common sense will lead them to commit errors which the wisest and most stringent rules cannot prevent.

But upon careful investigation, I believe these sweeping charges are unfounded. Most of the pupils attending our schools are making good progress in their studies without being over-worked either at home or in school. Very few of the teachers in the primary department are in the habit of requiring their pupils to study at home, and the rules of the Board forbid the teacher to assign any lesson, in the higher classes of the primary and the lower classes of the grammar departments, to be studied at home, which will require more than one hour, and no lesson shall be given to any pupil in the highest grammar classes, to be studied out of school, which will require more than one hour and a half for a pupil of ordinary capacity to acquire.

Teachers are also forbidden in most of the grades to give in one lesson more than five easy or three difficult problems in arithmetic, to be solved at home.

The time required for study in school, from 9 A.M. till 2½ P.M., in the higher classes, and until 2 P.M. in the 8th, 9th and 10th grades of the primary department, is ample to accomplish all that should be expected of young children, and if properly trained in

school, they can master all the branches required in the course of study without undue forcing.

The officers of the School Department are anxious that every pupil attending the public schools should make as rapid progress as possible, consistent with the physical and mental well being of those committed to their charge. And if teachers neglect to do their duty in advancing the pupils under their care, or require an unreasonable amount of study in school or at home, which would injure the scholars' health, the Board will use every effort to correct the evil, if parents will report the names of those violating the rules of the Department.

HISTORICAL SKETCH.

As one of the pioneers of our present system of public schools, I have taken a deep interest in preparing the following brief sketch of the first schools established in San Francisco.

With that enlightened spirit of progress which animated our pilgrim fathers to erect the log school house as the vanguard of civilization in the wilds of New England, the pioneers of California followed their wise example in early planting upon these Pacific shores our noble system of public instruction.

The first American school in San Francisco was organized in April, 1847, in a small shanty on the block between Broadway and Pacific street, west of Dupont street. Here were collected from twenty to thirty pupils, which then comprised nearly all the children in the city. It was a private institution, supported by the tuition fees from the pupils, and the contributions of the citizens.

It was taught by Mr. Marsten, who is entitled to the honor of being the first Yankee school-master upon the Pacific coast. Although he continued his school but a few months, yet he performed an important part in the early history of our schools, which should entitle his name to be held in grateful remembrance by every friend of education.

Late in the fall of 1847 active measures were first taken by the citizens of San Francisco to organize a public school, which resulted in erecting a comfortable one-story school house on the

southwest part of Portsmouth Square, fronting on Clay street, where it now joins Brenham Place.

An engraving of this first public school house in San Francisco has been preserved in the "Annals of San Francisco" as one of the most valued relics of the past. The history of this old building is cherished by the early pioneers with many pleasing associations. Every new enterprise here germinated into existence. Here the churches held their first meeting, and the first public amusements were given. After the discovery of gold it was deserted for school purposes and dignified into a court house, under Judge Almond. It was again degraded into a police office and used as a station house until demolished by the city in 1850. It is to be regretted that this first public school edifice of San Francisco, unpretending as it was, could not have been preserved so that the future citizen might contrast this humble commencement with the beautiful school edifices which will yet adorn every hillside and valley of our expanding city.

On the 28th of February, 1848, the first town meeting for the election of School Trustees was held, which resulted in the choice of Messrs. C. L. Ross, J. Serrine and Dr. J. G. Townsend. These gentlemen, with the characteristic energy of our pioneers, immediately commenced the organization of a school.

A census of the town was soon afterwards taken by C. L. Ross, a gentleman to whose energy and liberality in the early history of our city the cause of education and benevolence will ever be greatly indebted. This enumeration showed that the entire population of the town, including the Indians and Mexicans, was about eight hundred, fifty of whom were children of suitable age to attend school.

On the 3d of April following the school was opened in the building I have described, under the instruction of Rev. Thomas Douglas, a graduate of Yale College, and an able and zealous pioneer in the cause of education.

Although it was regularly organized as a public school, under the control and management of the trustees, yet it was mainly supported by private tuition fees from the pupils. The success and usefulness of this school were soon paralyzed by the great discovery of gold, which rapidly depopulated the town, leaving the

teacher minus scholars, parents, trustees, or tuition and salary. The teacher therefore closed school, and joined in the general scramble for the new El Dorado of untold wealth. In the general excitement and confusion which followed the first rush to the mines, the school enterprise was for a time abandoned.

The education of the children, who were rapidly increasing from the flood of immigration pouring into San Francisco from every part of the world, was entirely neglected until the 23d of April, 1849, when the Rev. Albert Williams opened a small select school, which he taught for a few months.

In October, 1849, Mr. J. C. Pelton and wife opened a school in the basement of the Baptist church on Washington street, near Stockton street. It was at first commenced as a private enterprise, being supported by such compensation as the "friends of the school were disposed to contribute;" but on the first of April following it was made a public school by an ordinance of the Common Council, and Mr. Pelton and wife were employed as teachers at a salary of \$500 a month.

This school commenced with only three pupils; but under the popular instruction of these early pioneers it rapidly increased in numbers and popular favor until it was broken up by the disastrous fires of 1850 and 1851, when Mr. Pelton left the city to engage in other occupations.

In July, 1850, the "Happy Valley School" was opened in a little dilapidated building in what was then a beautiful little valley in the suburbs of the city, near the corner of Second and Minna streets. It was first taught by Mr. Samuel Newton, who remained but a short time, when he was succeeded by Mr. Rogers, a teacher of energy and ability, who also soon abandoned the school for a more lucrative occupation.

The school was next taught by Mr. Cooly, a gentleman of great earnestness in his profession, who succeeded in building up a flourishing school for several months, until the prosperity of the city was almost destroyed by the great fires of 1851.

This school was supported by tuition fees, voluntary contributions and appropriations from the Common Council; and although it was commenced as a private enterprise, yet it was free to all who were too poor to pay for the education of their children.

In the spring of 1851 a school was established by a few benevolent gentlemen in Spring Valley, in a small building which was then used as a church, a school house, and for the general meeting of the citizens in that vicinity. It was located on the site of the present Spring Valley Primary School, and was first taught by Mr. Freeman. Like the other schools mentioned, it was both private and public in its character, being supported by tuition fees and public contributions, and was free to all who wished to attend.

I have thus briefly noticed these schools, as they were the real pioneer institutions in sowing the seeds which have since ripened into our noble system of Public Schools.

Other small schools were taught during 1850 and 1851, before the organization of the present system of free schools.

Mr. W. K. Osborn had a small select school in the Congregational church.

Quite a large and popular private school was taught by the Rev. F. E. Preveaux, in a part of the building now occupied by the Powell-street Primary School.

The Rev. Dr. VerMehr was also a teacher of a small select school.

Several quite large parochial schools were also taught in the Catholic churches of the city.

But as all of these schools were organized as private or sectarian institutions, and had no immediate connection with our public schools, I do not consider it important to dwell upon their history in this place. As pioneer institutions in the great cause of education they are entitled to our regard, and to the grateful remembrance of every friend of public instruction.

After the great fires of May and June, 1851, and during the social revulsions of society which followed the terrible events of that memorable year of crime and disaster, but little attention for some time was given to the instruction of the youth, who were left to roam the streets and educate themselves in all the crimes and vice of the gambling saloons which then infested every part of the city.

In the early part of the Autumn of that year, as the city began to arise from her ashes and give evidence of permanent prosperity and future greatness, a few benevolent and public spirited citi-

zens united in a noble effort to provide for the education of the large number of children constantly flocking to our city from every part of the world. The subject of thus early establishing a permanent system of free schools was agitated in the press and the city government until the 25th of September 1851, when the Common Council, in accordance with the provisions of an Act of the Legislature, approved April 14th, 1851, conferring power upon the city to organize Common Schools and to levy taxes for their support, passed a "Free School Ordinance," providing for the organization, support and regulation of the Common Schools of San Francisco. The adoption of this excellent ordinance, which carefully provided for the details of a well organized system of Public Schools, was mainly secured by T. J. Nevins, Esq., a gentleman whose name should ever be held in grateful remembrance for his interest and enthusiasm in the cause of education and philanthropy.

On the 21st of October following the first Board of Education in California was elected by the Common Council of the city, consisting of C. J. Brenham, the Mayor, C. L. Ross, Alderman, Joseph Atwell, Assistant Alderman, and General John Wilson, and Henry E. Lincoln, Esq. The Board completed its organization by electing T. J. Nevins, Esq., Superintendent of Public Schools. Although other attempts had been made in 1849 and 1850 to establish free schools, yet this was the first successful effort that has come down intact to us.

On the 17th of November, 1851, our present system of Free Schools was inaugurated, which has since proved such a glorious success. It may be true, that previous to this date, other schools had been taught for a short time in San Francisco, which were free to all who desired to attend; but they were not regularly organized under any Board of Education and were soon abandoned by their teachers to enter more lucrative occupations. During the first year, ending November 1st, 1852, the Board of Education organized seven schools in different sections of the city, which, according to the fourth quarterly report of the Superintendent, numbered seven hundred and ninety-one pupils in attendance. A census was taken in October, 1852, by the teachers, which showed that the whole number of children in the city between

four and eighteen years of age was two thousand and fifty. All these schools (except No. 2 at North Beach) have continued their organization intact, and now constitute the principal Grammar Schools of the city.

The first Public School under the present organization was opened on the 17th of November, 1851, in a small dilapidated one-story building near the corner of Second and Minna streets. It was then named the "Happy Valley School," District No. 1, which included all that portion of the city south of Pine street. The first teachers were James Denman, Principal, and Mrs. A. Hyde, Assistant.

On the same date the "North Beach School," District No. 5, located on the northeast corner of Powell and Filbert streets, was instituted under the instruction of Mr. Joel Tracy, Principal, and Mrs. Milbury, Assistant. This school was transferred in 1854 to the large brick school house which was erected on the southwest corner of Francisco and Stockton streets, where it remained until 1857, when the building was used by the city for a hospital, and the school was merged into the Union School and the Powell-street Grammar School.

On the 22d of December, 1851, Central School, District No. 2 (now the Washington School), was organized in a one-story building on Dupont, near Jackson street, under the instruction of F. E. Jones, Esq., Principal, and Mrs. E. W. Baldwin, Assistant.

On the 8th of January 1852, the "Happy Valley School," District No. 1, was divided, and the present Rincon School was organized in the southern portion of the city, in a small room near the corner of First and Folsom streets.

On the 9th of February, 1852, the present Spring Valley Grammar School was opened in the old church and school house on the site of the Spring Valley Primary School, on Union street, between Franklin and Gough streets.

On the 10th of May, 1852, the Mission Dolores School was organized in a small building near the old Mission Church.

On the 17th of June, 1852, the Clarke's Point School (now the Union Grammar School) was opened in an old wooden building on the northwest corner of Montgomery and Broadway streets.

On the 22d of May, 1854, the Colored School was organized,

under the instruction of the Rev. J. J. Moore, in the basement of the Colored Church, on the corner of Virginia Place and Jackson street. This school was subsequently transferred to the Colored School building on Broadway, near Powell street, and is now permanently located on the corner of Taylor and Vallejo streets.

The Chinese School was first organized in September, 1859, under the instruction of Mr. B. Lanctot, in the basement of the Chinese Chapel, corner of Stockton and Sacramento streets. For want of scholars and a lack of interest among the Chinese to appreciate the benefits of free school instruction, it was suspended in June, 1860, as a day school, but has since been taught as an evening school.

During August, 1856, the Evening Schools were opened in the basement of the Cathedral, corner of California and Dupont streets. They were first organized by Messrs. John Hamill, John Swett, Ahira Holmes, and James Denman, who volunteered their services until the Board of Education was convinced of the success of the schools, and the importance and usefulness of Evening School instruction. The Evening Schools have continued with varying success, until now they are among the most useful and prosperous of our Public Schools.

HIGH SCHOOL.

Our present High Schools were first inaugurated on the 16th of August, 1856, under the instruction of Mr. Ellis H. Holmes, Principal, George W. Minns, and Miss Anna C. Parks, Assistants. At first the school was opened as a "Union Grammar School," and consisted of *eighty* pupils—*thirty-five* boys and *forty-five* girls—who were selected from the most advanced pupils of the highest grammar classes of the city. After thoroughly testing the experiment for three terms, and proving the usefulness and success of the school, the Board of Education, on the 8th of January, 1858, resolved to reorganize it as a permanent High School, with a more complete and extended course of study.

The school was first opened in Dr. Boring's church, on the present site of the Boys' High School. This building was remodeled and rebuilt in 1860, and was formally dedicated on the 19th of September, with interesting ceremonies, by the Rev. T. Starr King and others.

GIRLS' HIGH SCHOOL.

In June, 1864, the sexes were separated in the High School, and the young ladies were transferred to the old brick building corner of Stockton and Bush streets, where the Girls' High School was opened under the instruction of the present Principal, Mr. E. H. Holmes, with Misses M. F. Austin and M. S. Bodwell, and Madame Brisac, Assistants. This school was reorganized in July, 1867, as a Girls' High and Normal School, with a training department for preparing young ladies for the profession of teaching.

WARD SCHOOLS.

In 1853 the Legislature of the State of California passed the following Act, by which the Catholic, or "Ward" schools, were organized as a part of the public schools of the city. Sec. three, "The County Superintendent may, and is hereby empowered, in incorporated cities, to appoint three School Commissioners for any common school or district, upon a petition of the inhabitants thereof requesting the same." Sec. four, "Such schools shall be and are hereby entitled to all the rights and privileges of any other city or common schools, in the *pro rata* division of school money raised by taxation, and shall receive their proportion of money from the State School Fund in the annual distribution, provided they are conducted in accordance with the requirements of this Act." This law remained in force till 1855, when it was repealed by the revised school law, which abolished separate school funds, and provided that no sectarian books should be used, and that no sectarian doctrines should be taught in any public school, under penalty of forfeiting the public funds. The first Commissioners appointed under this law were Dr. P. M. O'Brien, Frank Soule, Esq., and Dr. S. R. Harris.

The following schools were organized under this system: In the Second Ward, connected with the St. Francis' church, there were one Grammar, one Intermediate and two Primary Schools, divided into male and female departments, numbering 299 boys and 255 girls—total, 554. In the Sixth Ward, in connection with the Cathedral, there was the same arrangement of schools, in which were

taught 131 boys and 124 girls, in all 255 pupils. In the Seventh Ward, in connection with St. Patrick's Church, there was the same arrangement of schools, in which were taught 254 boys and 358 girls, making in all 612.

Thus there were educated in the Ward Schools 1421 pupils, for the education of whom the city appropriated the sum of \$39,690.50.

The male departments were taught by gentleman instructors, and the female departments by ladies belonging to the following religious orders of the city: Sisters of Charity, Sisters of Mercy, and Sisters of the Presentation.

In 1855 these Ward Schools were merged into the city public schools, forming one uniform system. All the teachers, except those belonging to the different religious orders, were employed by the City Board of Education.

DISTRICT SUPERVISION.

The first public schools established in San Francisco were mixed in their character and included pupils of all grades, from the little tyro learning a, b, c, to the advanced scholars in mathematics and the other sciences. But as the central schools began to increase in numbers great progress has been made continually in classifying the pupils, until now we have one of the most thoroughly graded systems of schools in the country.

In order to secure greater efficiency and uniformity in the classification and instruction of the public schools, the Board of Education, in 1864, divided the city into seven grammar districts. All of the grammar and primary classes in each of these districts were placed under the general charge and supervision of a Grammar Master, whose duty it is to examine and classify the pupils of his district, and note the methods of instruction and general management of the schools. He is required to visit each class at least once a month, and recommend such changes and improvements as will promote the best interests of the schools, and to report to the Superintendent at the close of the year, on the success of the teachers under his charge, and their ability and fitness for their positions. The following is a brief sketch of the present districts of the city.

RINCON SCHOOL.

This school was instituted on the 8th of January 1852, in a small one-story building near the corner of Folsom and First streets. It has been under the instruction of the following principals: Mr. Silas Weston, who taught for a few months and was followed by Mr. Wm. H. O'Grady, who remained until he was elected City Superintendent, Oct. 25, 1853, when he was succeeded by Hon. John Swett, who remained in charge of the school nearly nine years, until he was chosen State Superintendent of Public Instruction. He was succeeded by Mr. J. C. Pelton, who taught until he was elected City Superintendent of Public Schools, in 1865, and was followed by Mr. Ira G. Hoitt, who remained a few months until he was transferred to the Lincoln School, when the present principal, Prof. Ebenezer Knowlton, was elected. The school was moved in 1854 from its first location to Hampton Place, near the corner of Third and Harrison streets, where it remained until it was removed to the present building on Vassar Place, near the corner of Second and Harrison streets. This was a mixed school for boys and girls till July 1865, when it was reorganized as a Girls' Grammar School, and the boys were transferred to the Lincoln School. It now numbers six hundred young ladies. There are two large Primary Schools attached to this district. The Tehama School, under the charge of Mrs. E. A. Wood, was organized in the fine brick building on Tehama street near First, in January 1867. This school numbers sixteen classes, and has accommodations for about one thousand pupils. The Silver-street School was instituted in January 1867, in the Engine House on Bryant street, near Third. It was transferred to the present rented building on Silver street in Dec. 1869. The school numbers twelve classes, and about 720 pupils, under the instruction of Miss Jennie Smith.

LINCOLN SCHOOL.

This school was instituted in July 1865, in the large and beautiful brick edifice corner of Market and Fifth streets, and was named in honor of Abraham Lincoln. This has always been an exclusively boys' school, and now numbers eleven hundred pupils. It

was first organized by Mr. Ira G. Hoitt, principal, who was succeeded by the following Principals: in December 1867, by Mr. J. C. Pelton, in January 1868, by Dr. W. T. Lucky, and in July 1868, by the present incumbent, Mr. Bernhard Marks. Attached to this Grammar School there are three large Primary Schools. The Lincoln Primary School in the one-story wooden building corner of Fifth and Market streets, was organized in July 1866, under the present principal, Miss Kate Sullivan. This school numbers twelve classes, and about 720 boys and girls.

The Primary School, corner of Fourth and Clara streets, was organized in April 1863. It is now under the supervision of Mrs. L. A. Morgan, and has an attendance of about 550 boys and girls.

The Mission-street Primary School was instituted in 1868, in the basement of the Presbyterian church on Mission street, near Sixth street. It has a general attendance of about 300 pupils, and was opened under the instruction of the present principal, Miss Agnes Manning.

DENMAN SCHOOL.

This school was first instituted on November 17th, 1851, near the corner of Second and Minna streets, and was then called the "Happy Valley School." The school was removed in November 1853, to a wooden building on Bush street, near Sansome, where it remained until the 21st of May, 1854, when it was removed to the brick school house on the corner of Bush and Stockton streets. It was again removed in July, 1864, to its present location, in the large and commodious brick edifice, corner of Bush and Taylor streets. This school was first organized by Mr. James Denman, who was succeeded in June, 1857, by Mr. George Tait, who remained in charge of the school until he was elected Superintendent of Public Schools in 1861, when he was succeeded by Mr. Theodore Bradley, who was Principal until July, 1864, when Mr. Denman was re-elected. In December, 1867, Mr. Denman resigned to enter upon the duties of Superintendent of Public Schools, and was succeeded by Hon. John Swett, the present incumbent. This school was originally organized as a mixed school, but in July, 1865, the sexes were separated and the boys were transferred to the Lincoln School, since which time it has

been exclusively a Girls' Grammar School. It now numbers about 700 young ladies. There are two primary schools connected with this school—the Pine and Larkin-street School, which is under the instruction of Miss Hannah Cooke, Principal. It has twelve classes and numbers about 720 boys and girls. This school was first organized as a mixed school for grammar and primary pupils, in October, 1857, on Bush street, near Hyde, and was removed in November, 1867, to the present commodious and pleasant building. The Pine-street School, located on Pine street, between Scott and Devisadero streets, now under the charge of Miss Helen B. Cushing, was instituted in October, 1865. It now numbers two classes and one hundred pupils.

WASHINGTON SCHOOL.

This school was first organized on the 22d of December, 1851, on Dupont street, near Jackson. In 1853 it was transferred to the basement of the Baptist church on Washington street, where it remained until the 14th of June, 1855, when it was removed to the building now occupied by the primary school on Powell street. In 1861 the school was removed to its present location in the pleasant and commodious building corner of Washington and Mason streets. The school has been under the instruction of the following Principals: Mr. F. E. Jones, from December 22d, 1851, to March 1st, 1853; Mr. Ellis H. Holmes, from March 1st, 1853, to August 16th, 1856; Mr. H. P. Carlton, from August, 1856, to January 1st, 1861; Mr. James Stratton, from 1861 to July, 1868, when Capt. L. D. Allen, the present incumbent, was elected. This school now numbers about 450 boys.

There are two primary schools connected with this district. The Powell-street Primary, under the charge of Miss Carrie V. Benjamin, has eight classes, with an average attendance of about 450 boys and girls. The Drumm-street School, under the charge of Miss A. M. Murphy, has three classes and a general attendance of about 140 pupils.

The Washington School was first organized as a mixed school, but was reorganized in July, 1868, as a boys' school, and the girls were transferred to the new Girls' Grammar School on Broadway.

UNION SCHOOL.

This school was instituted on the 17th of June, 1852, in a wooden building corner of Broadway and Montgomery streets, and was then called the "Clark's Point School." It was removed in 1853 to a rented building on the corner of Dupont and Broadway streets, where it remained until 1854, when it was transferred to its present location in the brick edifice on Union street, near Montgomery. This school has been under the charge of the following Principals: Mr. Ahira Holmes, till November 28th, 1855; Mr. William Hamill, from 1855 to 1857; Mr. Ahira Holmes again, from 1857 to 1860; Mr. Thomas S. Myrick, from 1860 to June, 1869, when the present incumbent, Mr. Philip Prior, was elected.

The school was opened as a mixed school with boys and girls, but in July, 1868, it was reorganized as an exclusively boys' school. It now numbers about 496 boys, and has a corps of ten teachers. It has one primary school attached to it, which numbers about 480 boys and girls. This was opened in October, 1867, under the instruction of the present Principal, Mrs. Aurelia Griffith, in the new and pleasant primary building corner of Filbert and Kearny streets.

SPRING VALLEY SCHOOL.

This school was instituted as a public school on the 9th of February, 1852, in a small wooden house used for church and school purposes, on Union street, near Franklin. In 1866 it was removed to its present location on Broadway, near Polk street. The following gentlemen have been elected as Principals of this school: Mr. Asa W. Cole, from 1852 to October 1st, 1853; Mr. J. C. Morrill, from 1853 to 1860; Mr. George W. Peck, from 1860 to 1862; Mr. George W. Bunnell, from January 2d, 1862, to January 5th, 1864; Mr. B. Marks, from January, 1864, to June, 1868; Mr. Noah F. Flood, from June, 1868, to 1869; Prof. W. J. G. Williams, the present incumbent, was elected in June, 1869. This has always been a mixed school for boys and girls. It now numbers about 500 pupils and has a corps of ten teachers. It has one primary school attached to it, located in the old Spring Val-

ley building, under the charge of Miss J. M. A. Hurley. This school has four classes, and numbers about 250 boys and girls.

MISSION SCHOOL.

This school was instituted on the 10th of May, 1852, in a small building near the Mission Church. It was afterwards removed to Mr. Benton's brick church, from which it was transferred in 1858 to its present location on Mission street, near Fifteenth street. This school was first taught by Alfred Rix, Esq., who resigned in August, 1853, and was succeeded by Miss Clara B. Walbridge, who taught till November 28th, 1855, when the Board of Education elected Mr. Thomas C. Leonard, who was succeeded by Mr. Ahira Holmes, and Mr. E. D. Humphrey, the present Principal. It has always been a mixed school for boys and girls. It now numbers about 750 pupils, and has thirteen classes—eight in the main building, and five in rented rooms in the neighborhood.

There are four primary schools in the Mission District.

The Hayes Valley Primary School was instituted in May, 1863, in a one-story wooden building on Grove, near Polk street. It is now under the charge of Miss P. M. Stowell, and numbers four classes and about two hundred pupils.

The Hayes-street School, near Hayes Pavilion, has two classes and one hundred and twenty children, under the charge of Miss Mary Williams, Principal. The Tyler-street School was opened in October, 1867, in a one-story wooden building on Tyler street, near Pierce. It has five classes, and about three hundred pupils, under the charge of Miss Mary J. Bragg, Principal.

The Laguna Honda School was opened in August, 1869, in a rented wooden structure near the Ocean Beach road. It has one class of about twenty-five pupils, under the instruction of Miss Jennie Stanford.

The Eighth-street School was instituted Aug. 5, 1867, in a pleasant two-story building on Eighth street, near Harrison. It now numbers ten classes and about six hundred boys and girls, under the charge of Miss A. E. Slavan, Principal.

SHOTWELL-STREET SCHOOL.

This school was instituted as a mixed school in the pleasant eight-class building on Shotwell street, between Twenty-first and Twenty-second streets, in July, 1867. It was declared a Grammar School in July, 1869.

This was first organized by the present Principal, Mr. Silas A. White, and now numbers sixteen classes and about 900 boys and girls. Eight classes are in the building owned by the Department, and eight are in rented rooms in the vicinity. As soon as the new edifice on Valencia street is completed there will be ample accommodations for this District for several years.

There are two primary schools in this District. The San Bruno School was instituted in September, 1864, in a one-story wooden building on the San Bruno road, near the toll gate. It now has two classes, with about 120 children, under the charge of Miss Marion Sears, Principal.

The Fairmount Primary School was organized in September, 1864, under the charge of Miss M. A. Salisbury. It now has two classes and about 100 boys and girls.

SOUTH SAN FRANCISCO SCHOOL.

This school was instituted as a primary school in February, 1869, under the charge of Mrs. Ada E. Wright, in a small rented room in South San Francisco. It was transferred in November, 1869, to the new and commodious eight-class room building erected by the Department. The school now numbers four classes and about 180 boys and girls, under the charge of Mr. W. J. Gorman, who was elected Principal, Sept. 14th, 1869. It was declared a Grammar School by the Board of Education, July 12th, 1870.

There are three primary schools in this District. The Potrero School was opened in May, 1865, under the charge of Miss Jennie Sheldon, in a one-story wooden building on Kentucky street, near Napa street. It now has two classes and ninety pupils, under the supervision of Miss Mary Pascoe, Principal.

The West End School was opened in October, 1864, in the southwestern section of the county, under the instruction of Miss A. M. Dore. It has two classes and about eighty pupils, under the charge of Mr. Chas. H. Ham, the present Principal.

The Ocean House Primary School was instituted in July, 1866, under the charge of Miss M. M'Gilvery. It is a small school, and has about twenty pupils in attendance.

BROADWAY SCHOOL.

The present Broadway Girls' Grammar School was first instituted as a primary school for boys and girls, in the old Synagogue building on Broadway, near Powell street, in January, 1867, under the charge of Mrs. Wm. R. Duane, Principal. It was reorganized in June, 1868, as an exclusively Girls' Grammar School, under the charge of Prof. W. J. G. Williams, Principal, who was transferred in July, 1869, to the Spring Valley School, and was succeeded by the present Principal, Mr. Noah F. Flood.

The school now numbers eleven classes, and about 575 girls, under the instruction of twelve teachers.

This school receives the girls promoted from the Powell-street and the Union Primary Schools.

TENTH-STREET SCHOOL.

This was first organized on Jan. 14th, 1868, as a mixed school with grammar and primary classes, in rented rooms connected with the St. Joseph's Church, on Tenth street, between Howard and Folsom streets. It was declared a Grammar School in July, 1870, and has now eleven classes, and about 600 boys and girls. The following teachers have been elected Principals of this school: Mr. Wm. J. Gorman, Dr. J. Phelps, and the present incumbent, Mr. John A. Moore. This school will soon be transferred to the new and commodious edifice on Eighth street, between Harrison and Bryant streets, where, in connection with the Eighth-street Primary School, it will, in a few years, grow into one of the largest and most important districts of the city.

COSMOPOLITAN SCHOOLS.

A school for teaching foreign languages was first organized in October 1865, in a small rented building on Tehama street, near First street.

At first it only numbered twelve pupils in attendance, but in consequence of the liberal offer of the Board of Education, to

instruct the children of the city gratis, in the French and German languages, the Cosmopolitan system soon became very popular with the public, and the school rapidly increased in numbers, so that at the opening of the term, the following January, there were four grammar and six primary classes, with 691 pupils. At the present time there are sixty-one classes, and about 3,600 boys and girls attending the Cosmopolitan Schools.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

This was instituted as a Grammar School on the 19th of February, 1867, under the charge of Mr. H. A. Bolander, the present Principal, in the brick building on Post street, between Dupont and Stockton streets. All the Cosmopolitan classes in the city were transferred to this building, which soon proved inadequate to accommodate the large number applying for admission. It has now eleven classes and 600 pupils.

Connected with this Grammar School are the following primary departments: The Cosmopolitan Primary, on Post street, between Dupont and Stockton streets, Miss Minnie Graf, Principal, eight classes and 480 pupils; the Bush-street Cosmopolitan Primary, on the corner of Bush and Stockton streets, Miss M. E. D'Arcy, Principal, eight classes and 480 pupils; the Geary-street Cosmopolitan Primary, in the basement of the German Church, on Geary street, Mrs. Emily Foster, Principal, four classes and 240 pupils; the Sutter-street Primary, in the basement of the Synagogue, on Sutter street, four classes and 180 pupils; the Mission and Mary-street Cosmopolitan Primary, Mrs. Wm. Cary Jones, Principal, five classes and 250 pupils; the Mason-street Cosmopolitan School, in the basement of the Synagogue, on Mason street, Mrs. M. Dupuy, Principal, six classes and about 350 pupils.

NORTH COSMOPOLITAN SCHOOL.

This was instituted as a Cosmopolitan School in July, 1867, in the fine and commodious wooden building on Filbert street, between Jones and Taylor streets, under the charge of Miss Kate Kennedy, the present Principal. It now numbers eleven classes and about 635 boys and girls. There is one primary department connected with this school—the Greenwich-street Cosmopolitan School, on Greenwich street, between Jones and Leavenworth streets. It was

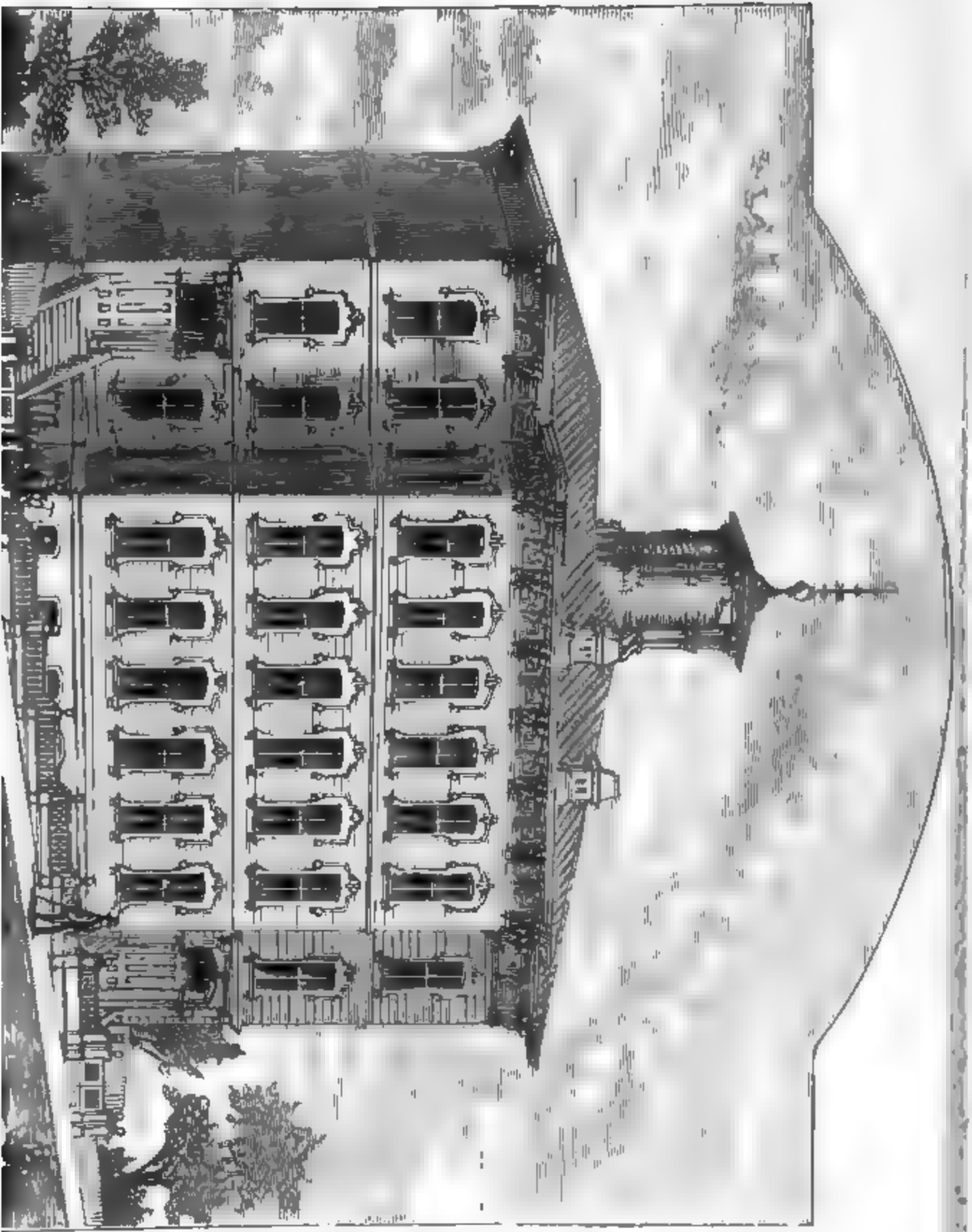
organized as a Cosmopolitan School in July, 1869, under the charge of the present Principal, Mrs. Wm. R. Duane. It has eight classes, and about 480 pupils in attendance.

GIRLS' HIGH SCHOOL BUILDING.

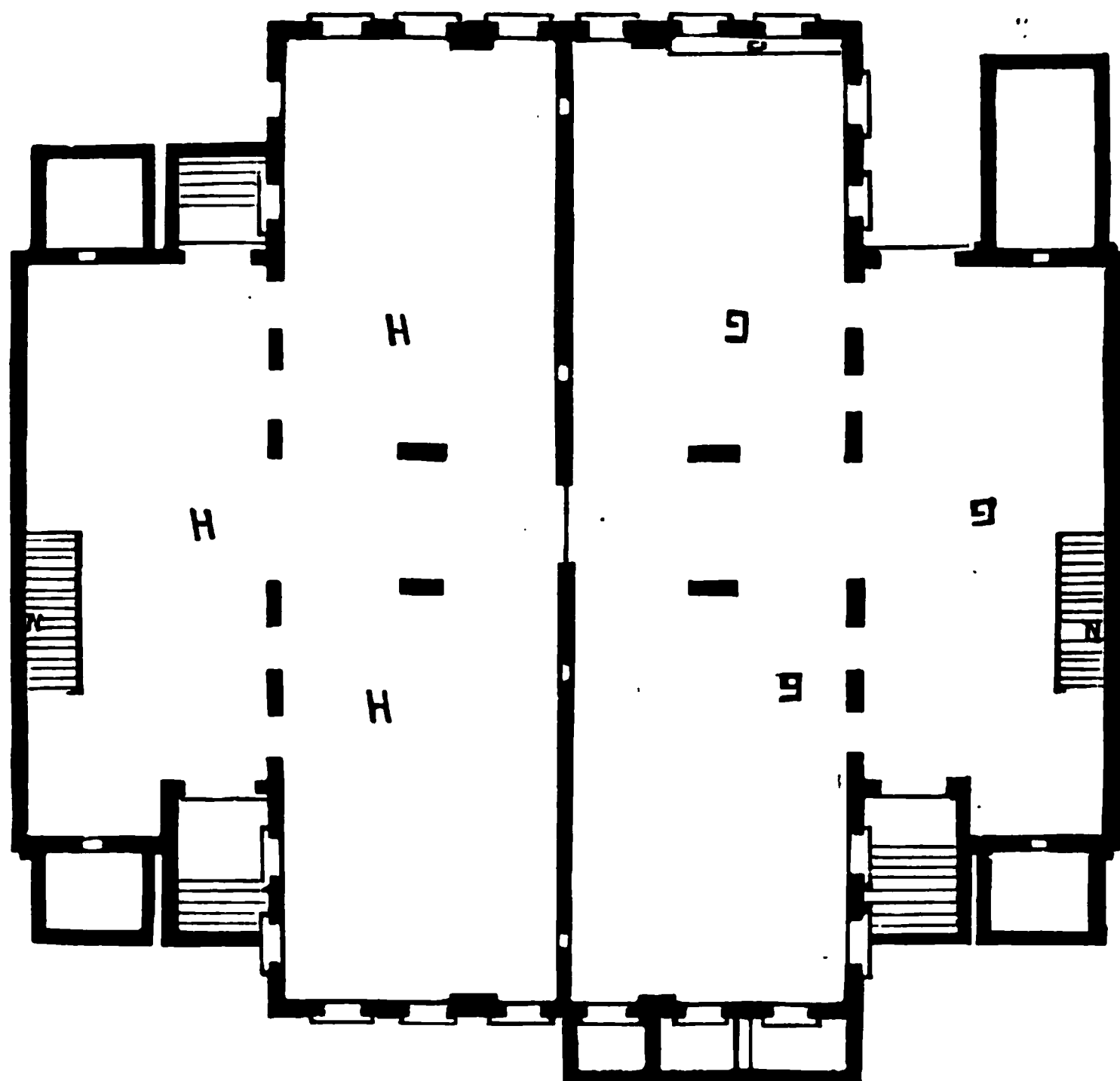
The site of this edifice which is now being erected, is on Bush street, near the northwest corner of Hyde street, in one of the most quiet and pleasant neighborhoods of this city. The lot on which this building is erected is $97\frac{1}{2}$ by $137\frac{1}{2}$ feet, which gives ample yard room for exercise and recreation.

The central portion of the building has a frontage of 54 feet 8 inches, and a depth of $82\frac{1}{2}$ feet, with two wings for halls of entrance and teachers' rooms, 21 feet 5 inches by $50\frac{1}{2}$ feet in depth. The building is three stories high, with a basement 10 feet in the clear. This basement is divided into store-rooms, laboratories, and two large halls for calisthenic exercises for the pupils of the training department and the young ladies of the High School. The basement communicates with the yards by two front and rear doors six feet wide. It is also connected with the upper portion of the building by means of two flights of stairs. The first and second stories are each divided into four class-rooms for study and recitation, each $26\frac{1}{2}$ feet by $34\frac{1}{2}$ feet. Opening into the hall, and connected with each class-room, is a hat and cap room, 8 by 14 feet, which is supplied with water and wash basins. On the second floor are located two teachers' rooms. On the third floor of the main building there is an assembly hall, $53\frac{1}{2}$ by $45\frac{1}{2}$ feet, connected by sliding doors with two class-rooms, $26\frac{1}{2}$ by $34\frac{1}{2}$ feet, which are so arranged that when thrown open there are no projecting jambs to obstruct the view, thus forming one large and pleasant hall $53\frac{1}{2}$ by 81 feet. Connected with the main hall there are two rooms $20\frac{3}{4}$ feet by $19\frac{3}{4}$ feet, for the library, and for lectures and class exercises.

All the halls and class-rooms of this edifice are large, light and airy. Free ventilation has been secured by registers near the ceilings of the study-rooms and halls, which connect with the frieze of the cornice, and with ventilators in the roof; also, by means of swinging transoms over the interior doors. The height of the first and second stories is $14\frac{1}{2}$ feet, and of the third story, 16 feet. The



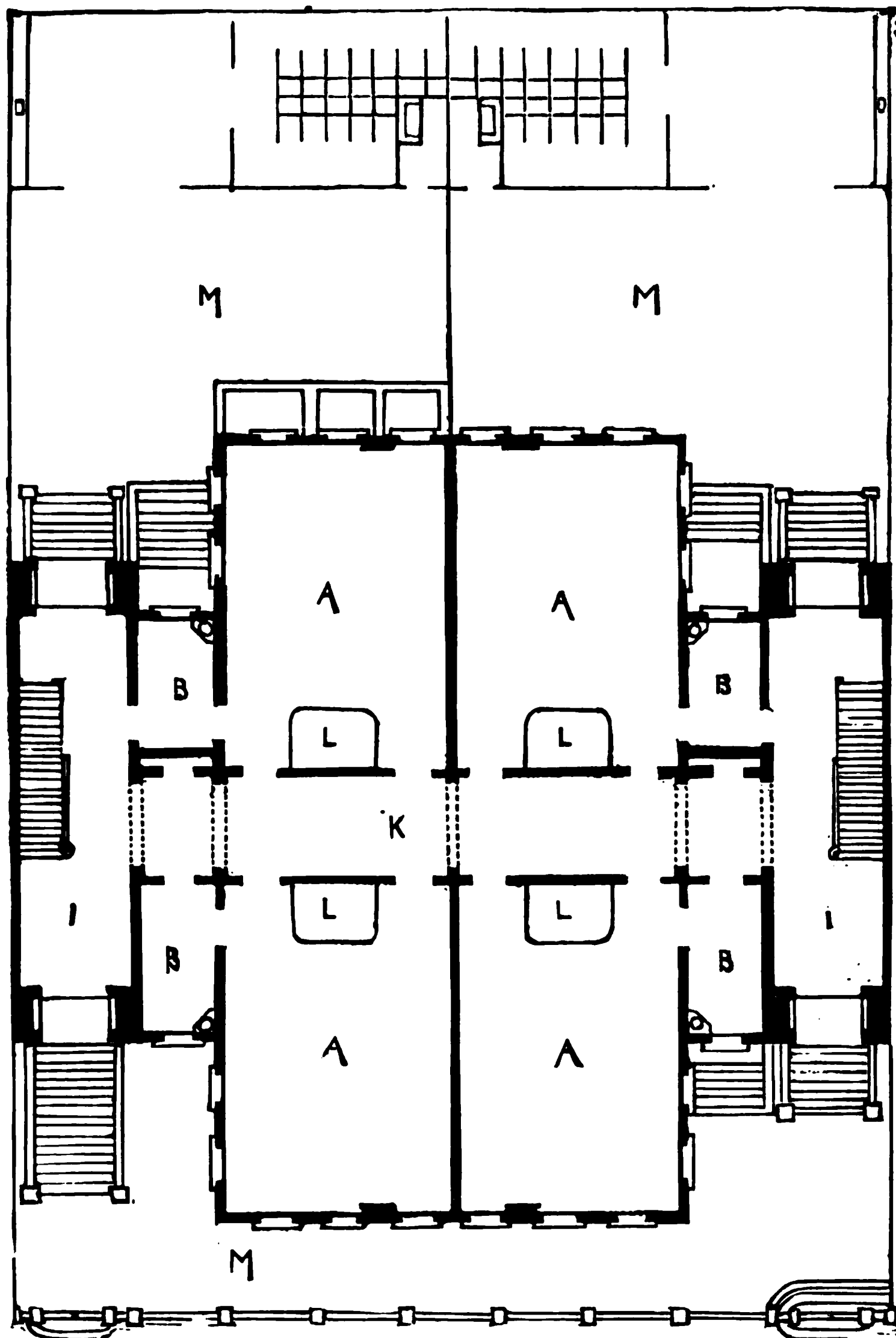
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GIRLS' HIGH SCHOOL. BASEMENT.

G—Basement for Scholars.
H—Basement for Janitor.

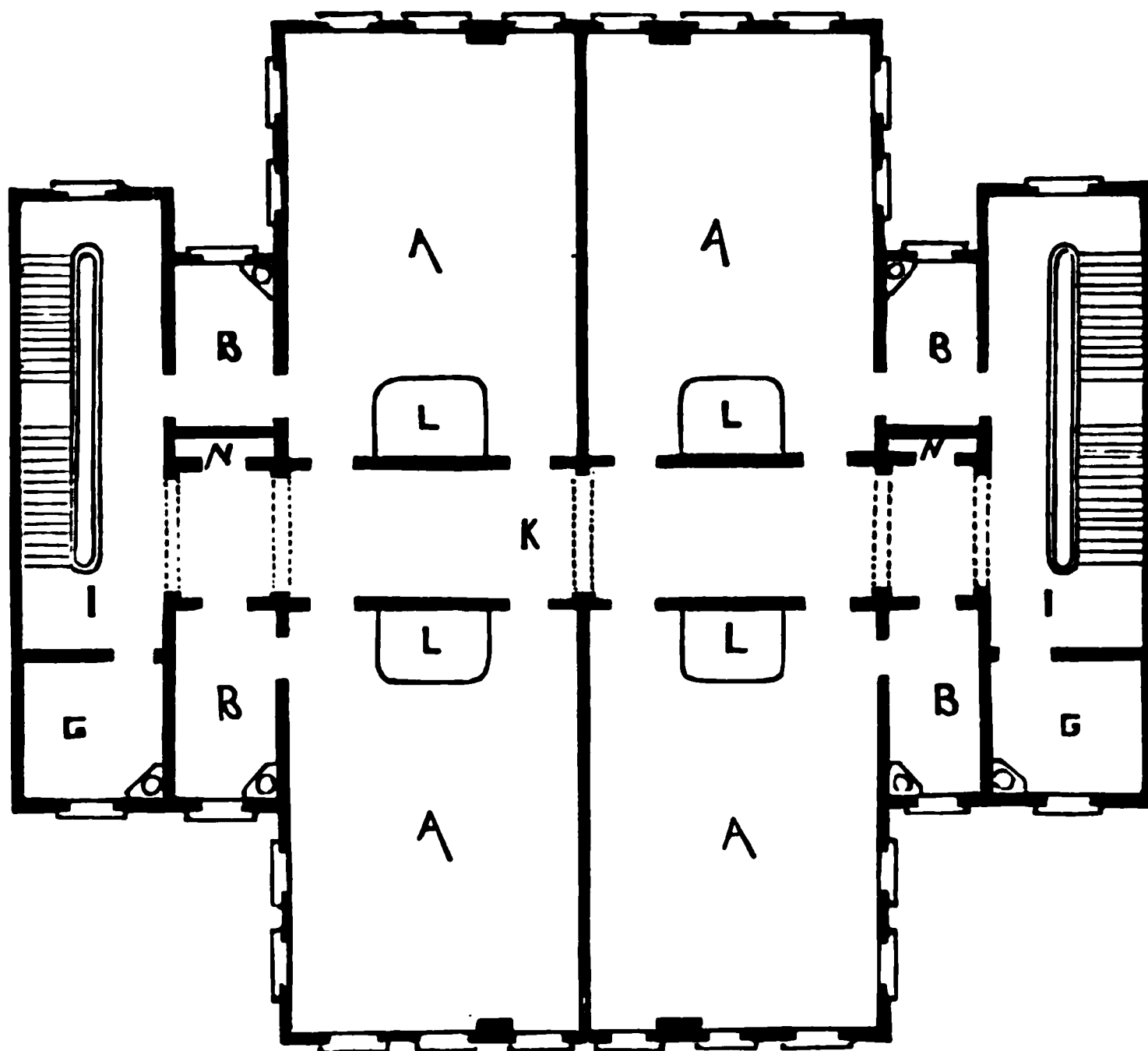
N—Hose Bibbs.
D--Sink.



GIRLS' HIGH SCHOOL. FIRST FLOOR.

A—Class Rooms.
B—Hat and Cloak Rooms.
I—Staircase Halls.
K—Passages.

L—Teachers' Platforms.
M—Planked Yard.
N—Hose Bibb Closets.
D—Sinks.



**GIRLS' HIGH SCHOOL—
SECOND FLOOR.**

A—Class Rooms.

B—Hat and Cloak Rooms.

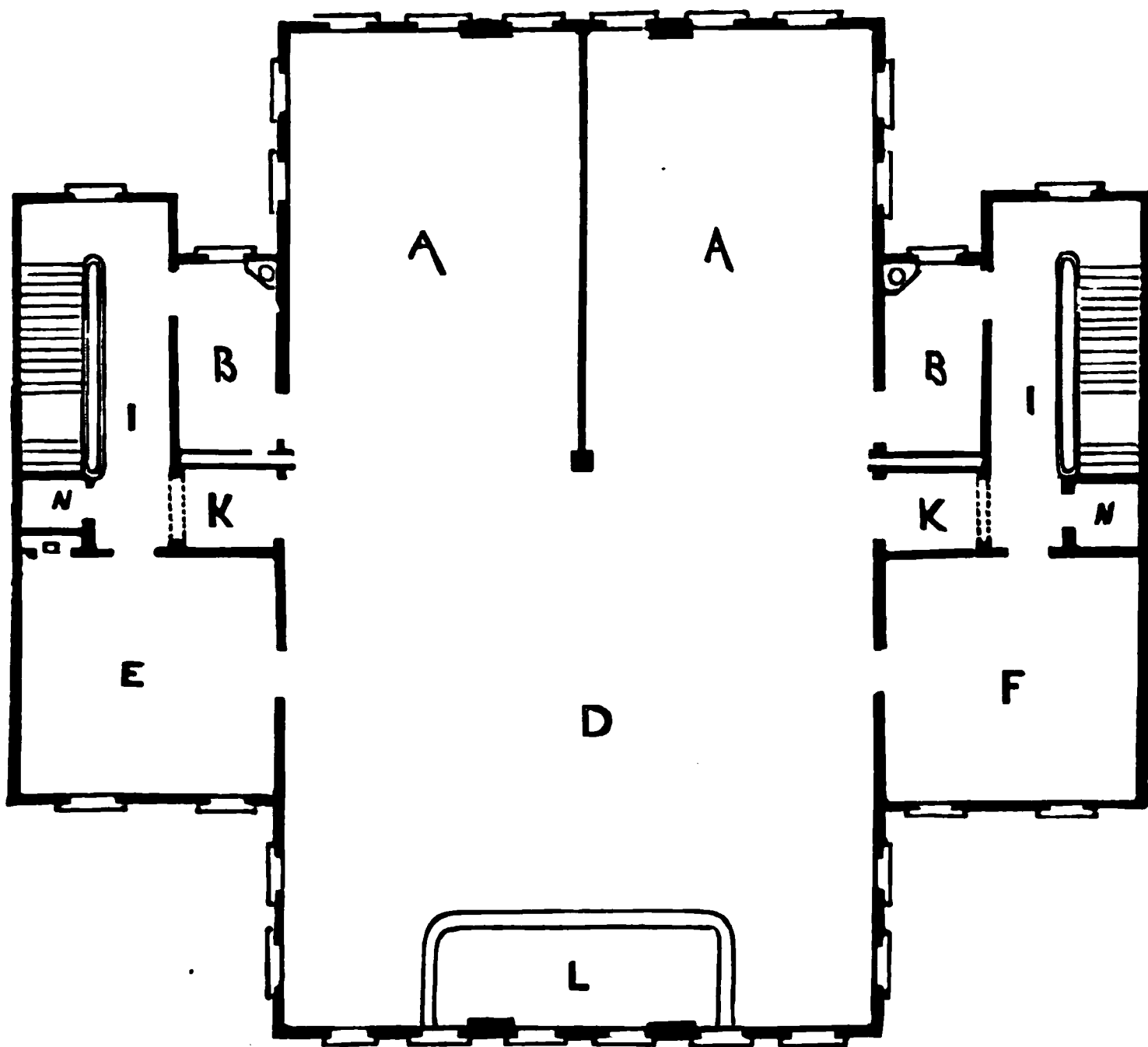
G—Teachers' Rooms.

K—Passages.

L—Teachers' Platforms.

N—Hose Bibb Closets.

I—Staircase Halls.



GIRLS' HIGH SCHOOL.
THIRD FLOOR.

- | | |
|--------------------------------|------------------------------|
| A —Class Rooms. | I —Staircase Halls. |
| B —Hat and Cloak Rooms. | K —Passages. |
| D —Assembly Hall. | L —Platform. |
| E —Lecture Room. | N —Hose Bibb Closets. |
| F —Library. | D —Sink. |

ingress and egress are through a large hall in each wing 13½ feet wide, with staircases five feet in the clear, constructed in straight flights, which is a great desideratum in case of alarm. Transversely through the centre of the main building there is a hall 11 feet wide, which facilitates the ventilation and renders the access to the study-rooms easy.

The foundations of the exterior walls and under all the main partitions, are brick. The superstructure is of wood. The framework is of more than ordinarily heavy timbers. The ceilings are all sheathed with wood in narrow widths to avoid any plastering falling on the pupils. When completed, it will be one of the most substantial and best arranged buildings in the city. The plans were drawn by Messrs. Raun and Taylor, architects. The contract was awarded to Mr. Michael Casey, for \$28,200, which, with the furniture and extras, will probably amount to \$35,000.

The building will accommodate the young ladies of the High and Normal School, and 250 primary pupils of the Normal Training School.

GRAMMAR SCHOOL BUILDING.

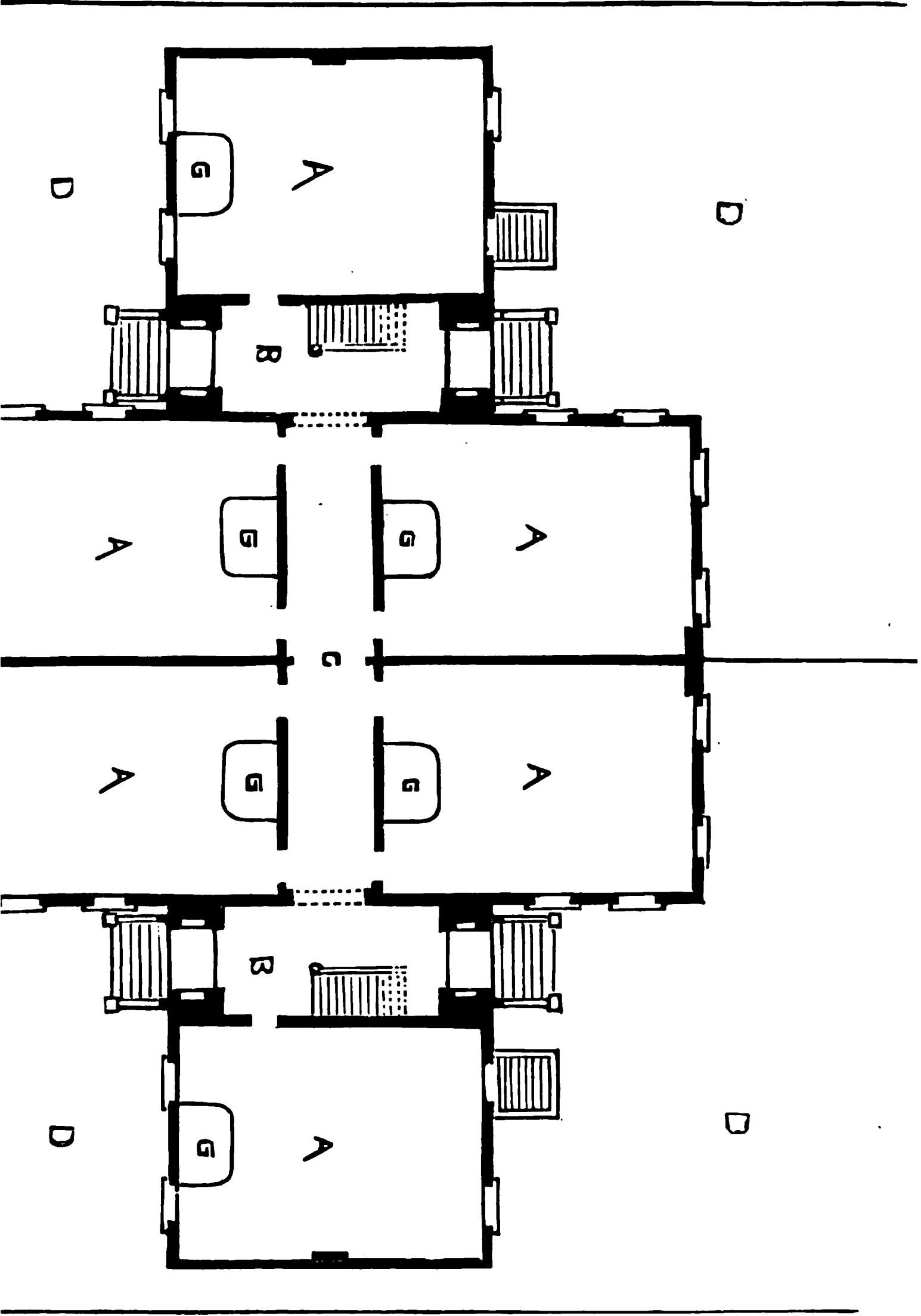


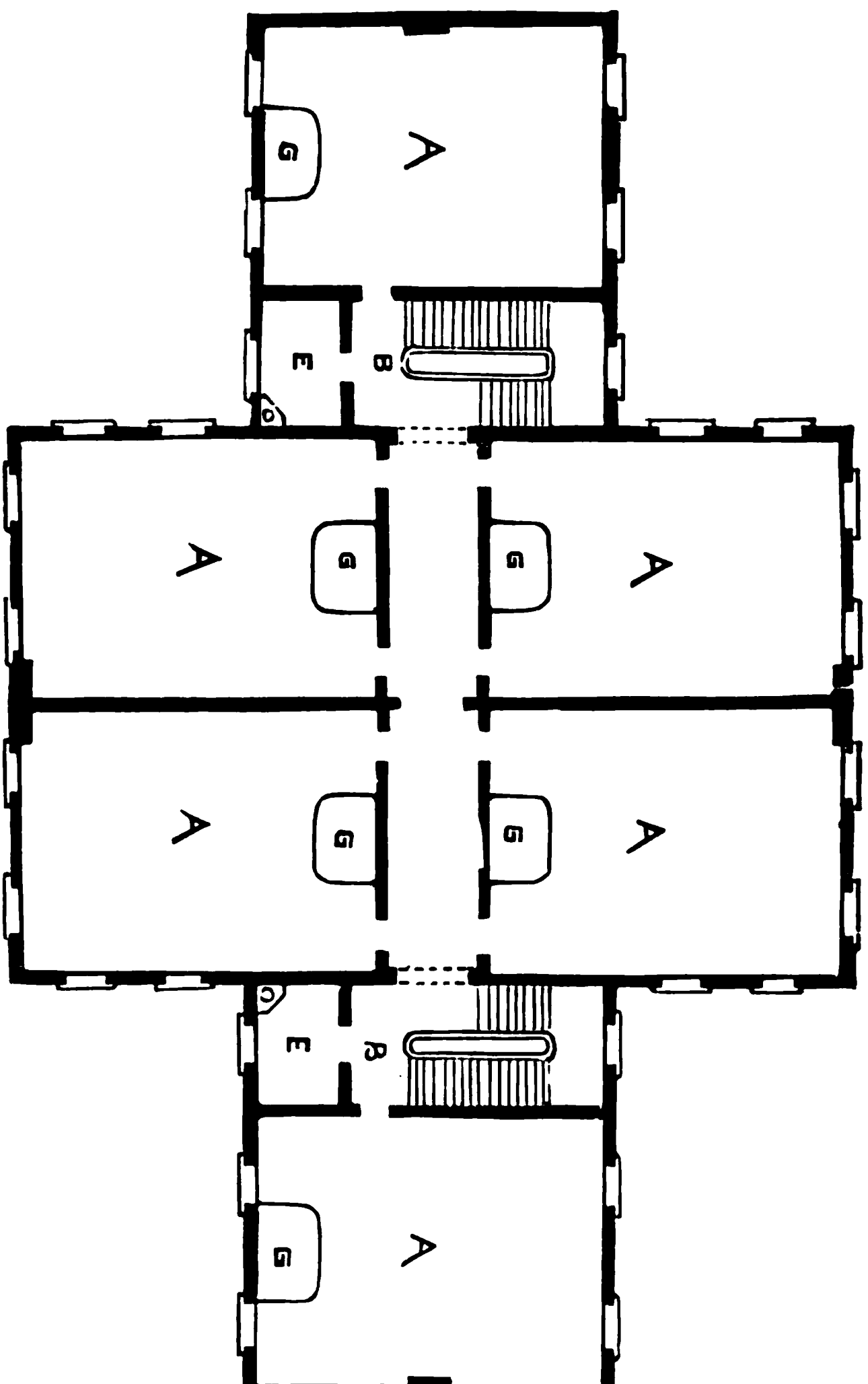
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SECOND FLOOR.

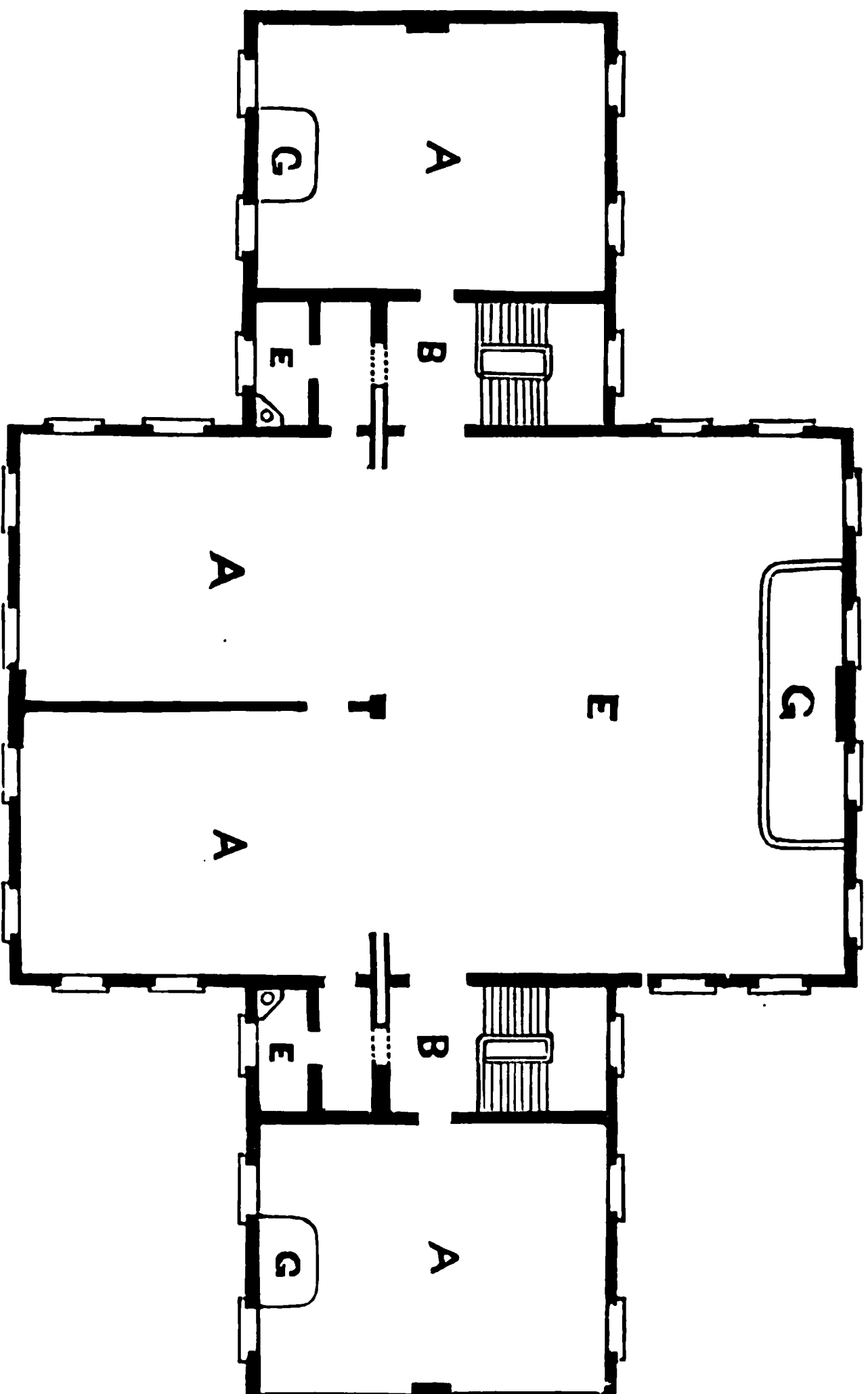
A—Class Rooms.

B—Staircase Halls.

G—Teachers' Platforms.

C—Passage.

E—Teachers' Rooms.



THIRD FLOOR.

A—Class Rooms.

B—Staircase Halls.

G—Teachers' Platforms.

E—Teachers' Rooms.

F—Assembly Hall.



GRAMMAR SCHOOL BUILDINGS.

There are now in course of construction three Grammar School houses, which will be completed about the 1st of January 1871.

They are located as follows : One on the east side of Eighth street, between Harrison and Bryant streets ; the lot has a frontage of 140 feet, by 150 feet in depth.

One on the middle fifty vara lot, on the north side of McAllister street, between Franklin and Gough streets.

One on the east side of Valencia street, between Twenty-second and Twenty-third streets. This lot has a frontage of 150 feet, with a depth of 250 feet running through to Bartlett street.

They are of the same material and are precisely similar in appearance and mode of construction; both externally and internally. A description of one with reference to the accompanying plans, will apply equally to all.

The foundations of all the exterior walls, and under all the main partitions, are brick. The superstructure is of wood. The framework is constructed of more than ordinarily heavy timbers, carefully selected. The joists for the floors are 3x16, with double studding throughout. The ceilings are sheathed with wood in narrow widths, to strengthen the building and avoid the plastering falling on the pupils. Double boarding has been used in covering the exterior. The windows and other openings are finished in a neat manner, with a sufficient variety in the design to avoid too much similarity, at the same time retaining a pleasant harmony throughout. The buildings are surmounted with bracketed cornices, which give to them an attractive and imposing appearance.

The main building is in the form of a parallelogram, $51\frac{3}{4}$ by $79\frac{1}{2}$ feet, with a wing located on each side, $38\frac{1}{2}$ by $34\frac{7}{8}$ feet, in which are the staircases. Ample provision has been made for ingress and egress through front and rear entrances to each wing. The halls are twelve feet, and the staircases are five feet wide in the clear. The doors throughout the building all open outward, so that in case of panic there will be but little danger from crowding.

On each of the first and second floors there are six study and recreation rooms, $24\frac{7}{8}$ by 33 feet. On the third floor there are four classrooms of the same size as those on the first and second floors ; also,

a hall 50 by 43½ feet. This hall is connected by sliding doors with the adjoining class-rooms, so that the whole main portion of the upper story can be thrown into one large assembly hall. Four small rooms for the Principal and teachers are located on the second and third floors. The height of the first and second stories is 14 feet, and of the third story 14½ feet. The class-rooms are all pleasantly lighted with rear and side windows. Ventilation is secured by registers near the ceilings of the class-rooms and the hall, which connect with openings in the frieze of the cornice, and with ventilators in the roof; also, by means of swinging transoms over all the interior doors. A hall ten feet wide connects the two wings of each of the first and second floors, giving an easy access to all parts of the building. Gas pipes have been introduced throughout the building for the use of evening schools, if required. The yards are large, and afford ample room for exercise and recreation. They are all planked, and are surrounded with broad sheds for protection from the sun and stormy weather.

While these buildings present a plain and substantial appearance, yet they are tasteful and commodious in all their arrangements, and will afford ample and pleasant accommodations for a large number of youth at comparatively a small expense. They will be an ornament to the thriving parts of the city in which they are located, and will accommodate for several years the rapidly increasing population of the Eleventh and the southern portion of the Twelfth Districts.

The plans and drawings of these buildings were designed and executed by Messrs. Raun and Taylor, the architects of the School Department. The contract for erecting them was awarded to Mr. John C. Kelly. The price for constructing each of these is \$25,850, amounting to \$77,550 for the three, which, together with the extras and furniture, will amount to over \$100,000. Each building will accommodate 960 grammar and primary pupils, 2,880 in all.

Respectfully submitted.

JAMES DENMAN,
Superintendent of Common Schools.

FIFTH AWARD OF THE DENMAN MEDAL, MAY 1870.

GRADUATES, FIRST GRADE—GOLD MEDALS.

Maria V. Moss,

Emma Levy.

SILVER MEDALS.

Sarah H. Abrams,

Katie M. Hassen (2d Award),

Annie L. Davis,

Julia E. Smith,

Georgie E. Erwin,

Fannie A. Cheney (3d Award),

Emily J. Johnson (2d Award),

Sarah F. O'Donnell,

Ella F. McMann,

Dora R. Carrall,

Susie W. Peck,

Louisa N. Dorn,

Lizzie Beach,

Lottie E. Provost,

Florence G. Wheeler,

Sophie M. F. Kraus,

Amelia H. Jacobs,

Mary Steindler,

Mary F. Dexter,

Lizzie D. Anderson,

Katie E. Hurley,

Anna G. Dudley,

Azelia V. Van Campen,

Clara G. Carmelich,

Esther Levy,

Lena Lazarus,

Mary Cook.

LINCOLN GRAMMAR SCHOOL, MAY, 1870.

GRADUATES, FIRST GRADE—GOLD MEDAL.

Peter Sander,

Charles Granklin.

SILVER MEDAL.

Frank Darling,

Henry Havens,

Samuel Hirschfelder,

Charles Overton,

Joseph O'Brien,

Lawrence Miskel,

Joseph Davidson,

John Sharkey,

Marcus Livingston,

Jacob Sharp.

Thomas Filben,

Charles Young,

Joseph Neyland,

Eugene Blethen,

Gustave Gutman,

Frank Hardie,

Augustus Peach,

James Taylor,

George White,

Samuel Weitz,

Andrew Moore,

James Hochholzer,

Charles Turrill,

Samuel Goldwater,

James McFadden,

Fred. Swasey,

Willie Waldron,

Abraham Schler,

SECOND GRADE—SILVER MEDAL.

Alexander Robertson,

Marcus Koshland,

Jared Darrow.

SECOND GRADE—BRONZE MEDAL.

Isidore Lièvre,

John Duane,

James Johnston,

James Cunningham.

George Luchsinger,

William R. Shaw,

Robert Campbell,

John Rurchan,

Eugene Stolz,

George Teller,

John Milliken,

William Hardy.

PUBLIC SCHOOL REPORT.

THIRD GRADE—SILVER MEDAL.

Paul Moroney,
William D. Keyston,

William Hamill,

Charles Selleck,
William E. Jory.

BRONZE MEDAL—THIRD GRADE.

Eugene Hallahan,
Frank Eckenroth,
William Mocker,
R. Swayne,
John C. Harrington,
Alonzo M. Grim,

George Prindle,
Philip Euler,
H. Shillcock,
Theodore Fink,
Frank Worth,
Henry W. O'Shea.

William H. Huie,
James Bulman,
H. Stafford,
Robert R. Vail,
Michael Tannian,

SILVER MEDAL—FOURTH GRADE.

George Selleck,
Charles R. Wilson,
Charles Miller,

Henry Huppert,
Nathan Harris,
H. E. Sanderson.

John Kneass,
Sigmund Ackerman,

BRONZE MEDAL—FOURTH GRADE.

William Duane,
Howard Brown,
William H. Bryan,
Edward Kneass,
Frank Farran,
Lee Cotton,
Thomas Donnelly,

George Noyes,
Austin H. Walrath,
Robert Huie,
Frederick Kimmel,
Andrew Foreman,
Richard Barry,
G. A. McCormick.

Charles Jones,
James C. Tice,
Charles Palmer,
John M. Willson,
William Farnham,
Frank Emmal,

GRADUATES OF THE GIRLS' HIGH AND NORMAL SCHOOL,

MAY 1870.

Lizzie A. Allison,
 Fannie L. Ham,
 Carrie Hogg,
 Alice N. Hixson,
 Mary Kline,
 Minna Levin,
 Hettie N. Perkins,
 Maud M. Rowe,
 Mary E. Smith,
 Emma Welton,
 Clara S. Fillebrown,
 Ella Bugbee,

Sophie C. Earle,
 Mary A. Foye,
 Pauline Wolf,
 Belle R. Rankin,
 Annie M. Patterson,
 Nina R. McLean,
 Susie A. Favor,
 Julia Sichel,
 Tillie C. Stohr,
 Hattie E. Whirlow,
 Clara B. Earle,

Mary A. Fellows,
 Hattie J. Hodgdon,
 Addie E. Hastings,
 Kate Hutchinson,
 Evelyn G. Blethen,
 Emily Pearce,
 Annie Putnam,
 Carrie H. Smith,
 Kate Kretsinger,
 Mary J. Canham,
 Ada E. Hayward,
 Anna Houseman.

GRADUATES OF THE BOYS' HIGH SCHOOL, 1869.

Harrison A. Jones,
 William Carson,
 Simon Scheeline,
 Albert Gerberding,
 Walter Malloy,

William Wade,
 Albert Michelson,
 William Mott,
 William Donovan,
 Henry Schmitt,

George Bordwell,
 Thomas Barry,
 Samuel Fellows,
 Joseph McClosky,
 Frank Stohr.

GRADUATES OF THE BOYS' HIGH SCHOOL, 1870.

George Beaver,
 Robert Y. Hayne,
 Frank Otis,
 Joseph L. Ross,
 Frank Holmes,
 Isaac H. Solomon,
 John R. Farrell,

Isaac Freud,
 Nathan Newmark,
 A. Wendell Jackson,
 Charles Stone,
 Simon C. Sheeline,
 Samuel B. Christy,

Joseph O. Hirschfelder,
 Dwight B. Huntley,
 Jacob Reinstein,
 Joseph C. Rowell,
 Thomas T. Barry,
 John M. Stillman,
 Louis Tobias.

GRADUATES OF THE GRAMMAR SCHOOLS.

GRADUATES OF DENMAN SCHOOL, 1870.

Aibischer, Mary
 Anderson, Lizzie D.
 Abrams, Sarah H.
 Brooks, Addie S.
 Beach, Lizzie,
 Cook, Mary A.
 Carroll, Dora B.
 Cheney, Fannie A.
 Churchill, Emma,
 Davis, Annie L.
 Dorn, Louisa N.
 Dexter, Mary F.
 Dudley, Annie G.
 Davidson, Mary L.

Banks, Lizzie
 Driscoll, Joanna,
 Fleres, Josie
 Johnson, Emily
 Jacobs, Jennie

Erwin, Georgie E.
 Elam, Virginia H.
 Grossman, Nellie T.
 Gibbs, Nellie V. S.
 Hinchman, Blanche E.
 Henn, Carrie N.
 Hurley, Kate E.
 Hassen, Katie M.
 Lewis, Ella
 Lawton, Minnie L.
 Little, Louise J.
 Leonard, Hattie E.
 Lockwood, Georgie C.
 Larcombe, Florence E.
 Warren, Carrie E.

Kraus, Sophie,
 Luschinger, Annie
 Levy, Emma,
 Lazarus, Lena

Michaelson, Pauline D.
 Moss, Maria V.
 McDonnell, Addie F.
 Noyes, Emma O.
 Peck, Susie W.
 Provost, Lottie E.
 Quaid, Gertrude M.
 Reynolds, Minnie E.
 Smith, Julia E.
 Shepley, Annie B.
 St. John, Eda.
 Van Campen, Azelia V.
 Ward, Alice B.
 Wheeler, Florence G.

Morton, Sarah,
 Mooney, Annie,
 O'Donnell, Sarah,
 Williams, Angie
 Whitney, Carrie.

GRADUATES OF RINCON SCHOOL, 1870.

Alexander, Annie
 Bartlett, Alice
 Bowles, Mary
 Cary, Hattie
 Clark, Charlotte K.
 Cohen, Carrie
 Cox, Ida M.
 Duff, Louie
 Flower, Julia
 Gray, Mary
 Guerin, Mattie
 Hare, Mary
 Harris, Etta

Hayburn, Matilda
 Hogan, Minnie
 Howe, Minnie
 Isaacs, Amelia
 Johnson, Mollie
 McClure, Bella
 Moore, Lucy
 Moulton, Alice
 Moulton, Addie
 O'Neil, Emily
 Paul, Mary
 Ray, Nellie
 Robertson, Lizzie

Robinson, Sophia
 Ryan, Nora
 Stodole, Rosina
 Strauss, Ida
 Summerfield, Hattie
 Swain, Emily
 Tinkham, Mary
 Way, Ada
 Wentworth, May
 White, Lillie
 Wight, Ellen
 Williamson, Linda
 Wintringer, Lizzie.

GRADUATES OF LINCOLN SCHOOL, 1870.

Louis	Hirschfelder, Samuel	Pearce, George
David	Hochholzer, James	Pearce, Joseph
Edward	Hirsch, Bernard	Peach, Augustus
1, Eugene O.	Havens, Henry	Pendleton, Benjamin
t, Frank	Houseman, Thomas	Read, Chas. Cicero
gham, Aurelius	Harris, Arthur	Sawyer, Herbert
, Charles	Hardie, Frank	Sedgley, Walter
, John	Keebler, Chris.	Sharkey, John
n, John	Knowles, George B.	Street, John
, Charles	Layang, W. B.	Swasey, F. P.
Frank	Lawrence, William	Scheir, Abraham
Frank	Levingston, Mar.	Sharp, Jacob
ngs, David	Linforth, E. W.	Sander, Peter F.
on, Joseph	McFadden, Joseph	Taylor, James K.
, Frank,	Mangeot, Charles	Tolle, Oscar
erg, Isaac	Maguire, Joseph W.	Turrill, Charles
i, Owen W.	Mead, George	Waldron, William
n, Charles	Miskel, Lawrence	Welch, John
Thomas	Marx, B. D.	West, Charles
, Ernest	Mouson, Charles	Webb, Harry
n, Thomas	Moore, Andrew	White, George
erg, Joseph	Neylan, Joseph	Weitz, Samuel S.
Samuel	O'Brien, Joseph	Williams, Woodie
i, Gustave	Overton, Charles	Young, Charles.
ter, Samuel		

GRADUATES OF THE BROADWAY SCHOOL, 1870.

L. Belcher,	Bertha Bloch,	Mary Baldwin,
lyrne,	Minnie V. Barrett,	Mary F. Clark,
onroy,	Mary J. Cook,	Maggie R. Dillon,
. Haswell,	Jennie A. Meeker,	Claribelle Skinner,
Silverstein,	Nathalie Schmitt,	Louisa P. Watson,
Meyer.		

GRADUATES OF THE UNION SCHOOL, 1870.

Alison,	Robert Byers,	Samuel Bridgwood,
Collins,	Thomas Donahue,	Frederick Farmar,
nnely,	Thomas King,	Edgar Snook,
Smith,	William Weed,	Thomas Wells.

GRADUATES OF SPRING VALLEY GRAMMAR SCHOOL, 1870.

Mary Giffin,
Flora Jackman,
Rosa O'Brien,
Katie Smith,
Emilla Young,
Virginia Ruby,
Lillie Morton,
Alice Waterman,
John Fitzgerald,
William Kelly,
George Ralph,
Robert Brotherton,

Pacific B. Greentree,
Rosa McPhail,
Jessie Rogers,
Mary Tilton,
Carrie Vincent,
Belle Wright,
Mary Shea,
Leon Carrau,
John Fehneman,
George Leppien,
William Thomas,
William Meacham,

Annie Grush,
Mary Nolan,
Lizzie Schanders,
Sarah Thompson,
Mary Neely,
Eliza White,
Katie Barrett,
William Boyle,
Robert Hession,
Marshall Laidly,
John Wilson,
Thomas Norton.

GRADUATES OF WASHINGTON SCHOOL, 1870.

Bender, William
Bromley, George
Carruthers, Samuel
Chase, Harry
Clough, Edwin

Farish, John,
Fetherston, John
Knoll, Albert
Mayers, Walter
Palmer, Samuel

Palmer, Warren,
Plank, Henry
Raphael, George
Stinson, William
Valleau, Samuel.

GRADUATES OF THE MISSION SCHOOL, 1870.

Fred. W. Crosett,
William T. Hartwell,
Andrew Donovan,
Thomas Latham,
Helen K. Fonda,
Adrienne Thompson,

Louis H. Turner,
John F. Hennessy,
Robert Greer.
Ed. T. McNally,
Minnie Cordley,
Celia Eisen,

William F. Morison,
Edmund Boyd,
Jeremiah Galvin,
Mary C. B. Varney,
Belle Hodgdon,
Annie Stewart.

GRADUATES OF NORTH COSMOPOLITAN SCHOOL, 1870.

Louisa Classon,
Henrietta Frank,
Irene Holmes,
Mattie Rooney,

Charles Sheffield,
Albert Meyer,
Mary Brown,
Frederick Spannhacke,

Josephine Reis,
Ella Beane,
Jennie Lundt,
Emma Fowler.

GRADUATES OF THE SOUTH COSMOPOLITAN SCHOOL, 1870.

Walter Abell,
Willie Brown,
Frederick Grimm,
Harry Hay,
Adolph Kahn,
William Lauenstein,
Norline Brisac,
Celina Bornstein,
Emma Calhoun,
Clotilda Herrera,
Ida Pomeroy,
Clara Regensburger,
Alice Whitcomb,
Valencia Levy,
Sidonia Bruck.

Frederick Atkinton,
James Graham,
Manfred Heynemann,
Arthur Hayne,
Frank Whitcomb,
Adolph Steinmann,
Mabel Brett,
Anna Benedict,
Augusta G. Faulk,
Josephine Hugg,
Etta Penniman,
Jennie Van Stratten,
Cora Wightman,
Melanie Bloch,

Otto Barkhausen,
Henry Greenberg,
Lionel Heynemann,
Joseph Koschland,
Max Wolf,
Henry Kurze,
Hanna Brandt,
Adele Curtis,
Lily Graham,
Rachel Mendelsohn,
Frederika Riese,
Bertha Werlin,
Alice Dudley,
Emma Marks.

GRADUATES OF THE SHOTWELL-STREET SCHOOL, 1870.

George W. Green,
Annie E. Hutton,
Eliza L. Tilden,
Wesley T. Gorham,
Ella M. Doyle,
Gertrude A. Appleton,
Mary M. Twohig,
Sadie E. Bishop,

Lizzie S. Davis,
Ralph McDement,
Alex. P. Doyle,
Edward F. Twohig,
Lotte C. Lelong,
Fannie A. Hoyt,
Fannie T. English,

Sarah E. Brooks,
Eliza P. Doyle,
Chauncey G. Bishop,
Katie A. Little,
Eliza H. Asmus,
Agnes A. Smith,
Ella H. Morrison,
Frank C. Diebberle.

TEACHERS ELECTED.

1869	
July 14.....	Prof. A. Herbst.
27.....	Miss M. Ahern.
27.....	Miss M. P. Carpenter.
27.....	Miss Louise Lacy.
27.....	Miss Susie McInerny.
27.....	Miss Annie Dowling.
27.....	Miss Nellie Owens.
27.....	Miss Jennie Mitchell.
27.....	Miss Julia O'Brien.
27.....	Miss Maggie Watson.
27.....	Miss Lizzie Keightly.
27.....	Mrs. H. F. Byers.
27.....	Mrs. M. Hastings.
27.....	Mrs. L. M. F. Wanzer.
Aug. 17.....	Miss Mary H. Smith.
17.....	Miss Maggie E. Smith.
17.....	Miss Kate McFadden.
17.....	Miss Jennie E. Stanford.
24.....	J. W. Lannon.
Sep. 7.....	Miss M. J. O'Neil.
7.....	Miss Jennie Glasgow.
7.....	Miss Addie A. Baldwin.
7.....	Miss Hattie Fairchild.
7.....	Miss Jennie E. Dowling.
14.....	Miss F. M. Sherman.
Nov. 23.....	Miss M. J. C. Palmer.
23.....	Miss M. A. Castelhun.
23.....	Miss Blanche Hirth.
23.....	Miss B. Brockmann.
23.....	Miss Mary Corkery.
23.....	Miss Amy Hopkins.

1869	
Nov. 23.....	Miss Esther Solomon.
23.....	Miss Nellie Holbrook.
23.....	Miss Belinda Roper.
23.....	Miss Ada Cherry.
23.....	Miss Louisa Templeton.
23.....	Miss Lizzie Wells.
23.....	Miss Florence G. Amca.
23.....	Mrs. A. Hoffman.
Dec. 28.....	Wellington Gordon.
1870	
Jan. 25.....	Mrs. F. Bjerremark.
25.....	Miss Flora Weihe.
25.....	Miss Lizzie McCollam.
Feb. 18.....	Miss C. Carter.
18.....	Miss Ellen Dolliver.
18.....	Miss Mary Gallagher.
18.....	Miss Ellen Cushing.
18.....	Miss Rebecca O. Skinner.
Mch. 15.....	Chas. F. True.
Aprl 12.....	Miss Margaret S. Turnbull.
19.....	Miss Sarah M. Gunn.
19.....	Miss Rose Bleibel.
19.....	Miss Adele Fittig.
19.....	Miss Mary Hart.
19.....	Miss Ada Flowers.
19.....	Miss Sallie B. Hart.
26.....	Miss E. M. Tiebout.
26.....	Miss Eureka Bonnard.
26.....	Miss Georgia Morton.
May 24.....	Mrs. C. I. Silvester.
J'ne 28.....	Miss S. J. Boyle.

TEACHERS WHO HAVE RESIGNED.

1869	
July 14.....	Miss S. E. Anderson.
14.....	Miss M. A. Jourdan.
Sept. 7.....	Miss S. D. Carey.
Oct. 12.....	Mrs. U. Rendsburg.
26.....	Mrs. M. L. Foster.
1870	
Jan. 11.....	Miss M. F. Phelps.

1870	
Jan. 11.....	Mrs. A. A. Tingman.
11.....	J. W. Lannon.
28.....	Arnold Dulon.
Feb. 18.....	Miss M. J. Morgan.
Mar. 8.....	Madame V. Brisac.
Apl. 12.....	Miss Jennie Mitchell.
12.....	Miss M. J. E. Kennedy.
19.....	Mrs. P. C. Cook.

ERRATA.

Page 7, line 20, for “ \$456,422 30,” read \$601,339 99.

Page 7, line 33, for “ 16,” read 20 9-10.

APPENDIX.

BOARD OF EDUCATION, 1869-70.

PRESIDENT.....J. M. BURNETT.

MEMBERS:

- 1st District—E. H. COE, 22 City Hall. Dwelling, east side of Calhoun street, between Union and Green.
- 2d District—CHAS. KOHLER, 626 Montgomery street. Dwelling, No. 1507 Stockton street.
- 3d District—WM. SHEW, No. 417 Montgomery street.
- 4th District—C. H. REYNOLDS, No. 329 Montgomery street. Dwelling, No. 1314 Washington street.
- 5th District—J. D. B. STILLMAN, M. D., No. 17 Post street.
- 6th District—JOS. W. MATHER, No. 305 Sansome st. Dwelling, No. 13 Monroe Place, Bush street, between Stockton and Powell streets.
- 7th District—J. F. MEAGHER, south side of California street, below Montgomery. Dwelling, No. 61 Minna st.
- 8th District—EDGAR BRIGGS, S. E. corner Sansome and Sacramento streets. Dwelling, No. 33 Erie street.
- 9th District—R. H. SINTON, No. 509 California st. Dwelling, No. 16 South Park.

10th District —A. K. HAWKINS, No. 645 Market street.

11th District—H. F. WILLIAMS, S. W. corner of California and Montgomery streets. Dwelling, 17th avenue, near Railroad avenue, South San Francisco.

12th District—J. M. BURNETT, No. 59 Exchange Building, corner Montgomery and Washington sts. Dwelling, N. W. corner Polk and Jackson streets.

JAMES DENMAN—*Superintendent of Common Schools*—Office, No. 22 City Hall.

GEO. BEANSTON—*Secretary of Board of Education*—Office, No. 22 City Hall.

RICHARD OTT—*Clerk of Board of Education*—Office, No. 22 City Hall.

JAMES DUFFY—*Messenger*—No. 22 City Hall.

STANDING COMMITTEES.

RULES AND REGULATIONS—Directors Shew, Hawkins and Stillman.

TEACHERS, CLASSIFICATION AND COURSE OF INSTRUCTION—Directors Mather, Reynolds, Meagher and Superintendent.

HIGH AND NORMAL SCHOOLS—Directors Stillman, Hawkins and Reynolds.

FURNITURE AND SUPPLIES—Directors Sinton, Meagher and Briggs.

TEXT BOOKS AND MUSIC—Directors Shew, Coe and Hawkins.

COSMOPOLITAN SCHOOLS—Directors Briggs, Kohler and Meagher.

EVENING SCHOOLS—Directors Kohler, Coe and Williams.

SCHOOL HOUSES AND SITES—Directors Williams, Sinton and Stillman.

SALARIES AND JUDICIARY—Directors Reynolds, Stillman and Hawkins.

FINANCE AND AUDITING—Directors Hawkins, Kohler and Reynolds.

TEACHERS' INSTITUTE—Directors Mather, Williams and Briggs.

PRINTING—Directors Coe, Kohler and Williams.

JANITORS—Directors Sinton, Shew, Coe and Superintendent.

LOCATION OF SCHOOLS.

NAMES OF TEACHERS, NUMBER OF PUPILS ENROLLED, THE AVERAGE ATTENDANCE AND THE MONTHLY EXPENSE OF TUITION, BASED UPON THE TEACHERS' AND JANITORS' SALARIES OF SCHOOL MONTH ENDING MAY 27, 1870.

Boys' HIGH SCHOOL.

Location.....East side Powell street, near Clay.

Pupils registered, 107 ; average attendance, 106 ; percentage of attendance, 99 ; number to each teacher, 18 ; monthly tuition of each pupil, \$9.38.

TEACHERS.

Theodore Bradley.....	Principal.
A. T. Winn.....	Assistant.
J. M. Sibley.....	"
A. L. Mann.....	"
A. Herbst.....	"
Mrs. C. L. Atwood.....	"

GIRLS' HIGH SCHOOL.

Location.....South side Bush street, near Stockton.

Pupils registered, 155 ; average attendance, 152 ; percentage of attendance, 98 ; number to each teacher, 25 ; monthly tuition of each pupil, \$4.90.

TEACHERS.

Ellis H. Holmes.....	Principal.
Mrs. C. R. Beales.....	Assistant
Miss E. A. Cleveland.....	"
Miss S. A. Barr.....	"
Mrs. A. Hoffman.....	"
Miss F. M. Sherman.....	"

CITY TRAINING SCHOOL.

Location.....South side Bush street, near Stockton.

Pupils registered, 232 ; average attendance, 208 ; percentage of attendance, 95½ ; monthly tuition of each pupil, \$1.70.

TEACHERS.

Mrs. A. E. DuBois.....	Principal.
Miss A. L. Gray.....	Assistant.
Miss A. B. Earle.....	“
Miss S. H. Earle.....	“

LINCOLN GRAMMAR SCHOOL.

Location.....East side Fifth street, near Market.

Pupils registered, 960 ; average attendance, 924 ; percentage of attendance, 97 ; number to each teacher, 44 ; monthly tuition of each pupil, \$1.80.

TEACHERS.

Bernhard Marks.....	Principal.
L. W. Reed.....	Sub Master.
W. A. Robertson.....	“ “
Mrs. M. J. Sankey.....	Assistant.
Mrs. L. C. James.....	Assistant.
Mrs. M. W. Kincaid.....	“
Mrs. B. F. Moore.....	“
Mrs. E. F. Pearson.....	“
Miss M. E. Harrington.....	“
Miss M. Pascoe.....	“
Miss S. A. Field.....	“
Mrs. Abbie Baldwin.....	“
Miss C. L. Smith.....	“
Miss M. T. Kimball.....	“
Miss Grace Chalmers.....	“
Miss E. A. Shaw.....	“
Miss M. M. Guinness.....	“
Miss J. A. Forbes.....	“
Mrs. F. M. Pugh.....	“
Miss B. Roper.....	“
Miss M. V. M. Whigham.....	“
Mrs. L. M. F. Wanzer.....	“

GRAMMAR SCHOOLS.

V

DENMAN GRAMMAR SCHOOL.

Location.....Northwest corner of Bush and Taylor streets.

Pupils registered, 676; average attendance, 630; percentage of attendance, $96\frac{7}{10}$; number to each teacher, 40; monthly tuition of each pupil, \$2.14.

TEACHERS.

John Swett	Principal.
Mrs. E. M. Baumgardner.....	Head Assistant.
Miss C. M. Pattee.....	Assistant.
Miss N. A. Doud.....	“
Miss Jessie Smith.....	“
Miss C. C. Bowen.....	“
Miss A. T. Kenny.....	“
Mrs. E. P. Bradley.....	“
Miss S. P. Lillie.....	“
Miss M. J. Little.....	“
Miss A. T. Flint.....	“
Miss L. L. Gummer.....	“
Miss Lottie McKean.....	“
Miss K. B. Childs.....	“
Miss E. B. Barnes.....	“
Mrs. L. A. K. Clappe.....	“

RINCON GRAMMAR SCHOOL.

Location.....Vassar Place, leading from Harrison street, between Second and Third.

Pupils registered, 543; average attendance, 500; percentage of attendance, 98; number to each teacher, 39; monthly tuition of each pupil, \$2.15.

TEACHERS.

Ebenezer Knowlton	Principal.
Miss H. M. Thompson.....	Head Assistant.
Miss M. E. Stowell.....	Assistant.
Miss S. D. Prescott.....	“

Miss Margaret Wade.....	Assistant.
Miss L. B. Easton.....	“
Miss A. M. Dore.....	“
Mrs. L. G. Knowlton.....	“
Miss Sadie Davis.....	“
Miss C. D. Trask.....	“
Miss A. C. Robertson.....	“
Miss Clara Bucknam.....	“
Miss L. S. Swain.....	“

BROADWAY GRAMMAR SCHOOL.

Location.....North side of Broadway, between Powell and Mason streets.

Pupils registered, 520 ; average attendance, 474 ; percentage of attendance, 94 ; number to each teacher, 40 ; monthly tuition of each pupil, \$2.18.

TEACHERS.

Noah F. Flood.....	Principal.
Miss Maggie McKenzie.....	Head Assistant.
Miss Fannie Soule.....	Assistant.
Miss E. M. Tibby.....	“
Miss Phebe Palmer.....	“
Miss M. A. Ward.....	“
Mrs. B. M. Hurlbut.....	“
Miss S. A. Kelly.....	“
Mrs. E. J. Elliot.....	“
Miss M. A. Haswell.....	“
Miss Mary Solomon.....	“
Miss S. B. Cooke.....	“

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Location.....North side of Post street, between Dupont and Stockton.

Pupils registered, 359 ; average attendance, 317 ; percentage of attendance, 93 ; number to each teacher, 32 ; monthly tuition of each pupil, \$3.07.

GRAMMAR SCHOOLS.

VII

TEACHERS.

H. N. Bolander.....	Principal.
Miss L. T. Fowler.....	General Assistant
Mrs. Louise Dejarlais.....	Assistant.
Mrs. A. H. Hamill.....	“
Jules Caire.....	Sub Master.
Miss E. LeB. Gunn.....	Assistant.
Mrs. Emily Foster.....	“
Miss Nellie Owens.....	“
Dr. James Wiedemann.....	“
Miss Lizzie McCollam.....	“

UNION GRAMMAR SCHOOL.

Location.....North side of Union street, between Montgomery and Kearny.

Pupils registered, 454; average attendance, 417; percentage of attendance, 95½; number to each teacher, 42; monthly tuition of each pupil, \$2.14.

TEACHERS.

Philip Prior.....	Principal.
Miss Agnes Chalmers.....	Head Assistant.
John Fox.....	Sub Master.
Miss Sallie Fox.....	Assistant.
Miss Sarah Mayers.....	“
Miss Annie E. Hucks.....	“
Miss N. S. Baldwin.....	“
Miss Lizzie White.....	“
Miss Maggie Watson.....	“
Miss E. G. Grant.....	“

WASHINGTON GRAMMAR SCHOOL.

Location.....Southwest corner of Mason and Washington streets.

Pupils registered, 430; average attendance, 403; percentage of attendance, 96; number to each teacher, 40; monthly tuition of each pupil, \$2.19.

TEACHERS.

L. D. Allen.....	Principal.
Mrs. L. G. Deetkin.....	Head Assistant.
Albert Lyser.....	Sub Master.
Miss Jean Parker.....	Assistant
Miss S. A. Joseph.....	“
Miss Carrie Barlow.....	“
Miss Rebecca O. Skinner.....	“
Miss Carrie M. Chase.....	“
Mrs. L. Silvester.....	“
Miss Nellie Holbrook.....	“

SPRING VALLEY GRAMMAR SCHOOL.

Location.....South side of Broadway, between Larkin and Polk streets.

Pupils registered, 464; average attendance, 447; percentage of attendance, 96½; number to each teacher, 45; monthly tuition of each pupil, \$2.05.

TEACHERS.

Prof. W. J. G. Williams.....	Principal.
Joseph O'Connor.....	Sub Master.
Miss Carrie P. Field.....	Head Assistant.
Miss Mary Murphy.....	Assistant.
Miss Frances Simon.....	“
Miss A. P. Fink.....	“
Miss E. Goldsmith.....	“
Miss A. E. Stevens	“
Miss A. C. Gregg.....	“
Miss Georgia Morton.....	“

MISSION GRAMMAR SCHOOL.

Location.... West side of Mission, between Fifteenth and Sixteenth streets.

Pupils registered, 671; average attendance, 609; percentage of attendance, 94; number to each teacher, 51; monthly tuition of each pupil, \$1.79.

TEACHERS.

Mr. E. D. Humphrey	Principal.
Mrs. F. E. Reynolds	Head Assistant.
John A. Moore	Sub Master.
Mrs. E. H. B. Varney	Assistant.
Miss Maria O'Connor	"
Miss A. A. Rowe	"
Miss Jennie Greer	"
Miss Louisa Lacey	"
Miss Anita Ciprico	"
Mrs. E. D. Humphrey	"
Miss Katie McFadden	"
Miss Julia A. Hutton	"

SHOTWELL-STREET GRAMMAR SCHOOL.

Location.....East side of Shotwell, between Twenty-second and Twenty-third streets.

Pupils registered, 677; average attendance, 578; percentage of attendance, 94⁴/₁₀; number to each teacher, 44; monthly tuition of each pupil, \$1.89.

TEACHERS.

Silas A. White	Principal.
Miss A. A. Hill	Head Assistant.
M. M. Scott	Sub Master.
Miss Bessie Hallowell	Assistant.
Miss Hattie L. Wooll	"
Miss Mary Little	"
Mrs. S. M. Whittemore	"
Miss L. Templeton	"
Miss Mary E. Bennett	"
Miss Julia O'Brien	"
Miss A. H. Giles	"
Mrs. E. M. Carlisle	"
Miss E. Solomon	"

NORTH COSMOPOLITAN SCHOOL.

Location.....North side of Filbert street, between Jones and Taylor.

Pupils registered, 579; average attendance, 519; percentage of attendance, 94½; number to each teacher, 47; monthly tuition of each pupil, \$1.70.

TEACHERS.

Miss Kate Kennedy.....	Principal.
Miss F. Mitchell.....	Head Assistant.
Miss R. Levinson.....	Assistant.
Miss A. Wells.....	“
Miss A. T. Campbell.....	“
Madame B. Chapuis.....	“
Miss Mary Humphreys.....	“
Miss Ada Flowers	“
Miss B. Brockman.....	“
Miss Mary Hart.....	“
Mr. A. Solomon.....	General Assistant.

TENTH-STREET SCHOOL.

Location.....West side Tenth street, between Howard and Folsom.

Pupils registered, 698; average attendance, 629; percentage of attendance, 96; number to each teacher, 48; monthly tuition of each pupil, \$1.57.

TEACHERS.

Dr. J. Phelps.....	Principal.
Mrs. M. Deane.....	Assistant.
Miss K. M. Galvin.. ..	“
Miss F. M. Byrnes.....	“
Miss M. J. E. Palmer.....	“
Miss M. A. Hassett.....	“
Miss Cornelia Swain.....	“
Miss Mary Ahern.....	“
Mrs. M. Lowe	“
Miss S. L. Brown.....	“
Miss Lizzie O’Callaghan.....	“
Miss Jennie Glasgow.....	“
Miss Jennie E. Dowling.....	“

PRIMARY SCHOOLS.

XI

SOUTH SAN FRANCISCO SCHOOL.

Location.....South San Francisco, near Railroad avenue.

Pupils registered, 178; average attendance, 160; percentage of attendance, $94\frac{1}{2}$; number to each teacher, 53, monthly tuition of each pupil, \$2.03.

TEACHERS.

W. J. Gorman.....	Principal.
Miss H. Fairchild.....	Assistant.
Miss M. J. O'Neil.....	"
Miss Sarah J. Boyle.....	"

TEHAMA PRIMARY SCHOOL.

Location.....South side Tehama street, near First.

Pupils registered, 854; average attendance, 758; percentage of attendance, $92\frac{1}{10}$; number to each teacher, 45; monthly tuition of each pupil, \$1.65.

TEACHERS.

Mrs. E. A. Wood.....	Principal.
Miss H. A. Lyons.....	Assistant.
Mrs. S. N. Joseph.....	"
Miss L. M. Soule.....	"
Miss M. F. Smith.....	"
Miss F. A. E. Nichols.....	"
Miss J. M. Gelston.....	"
Miss H. A. Grant.....	"
Miss S. H. Whitney.....	"
Miss A. S. Ross.....	"
Miss E. White.....	"
Miss E. Gallagher.....	"
Miss H. G. Soule.....	"
Miss M. Hall.....	"
Miss S. J. Hall.....	"
Miss S. A. Mowry.....	"
Miss F. T. Clapp.....	"

LINCOLN PRIMARY SCHOOL.

Location.....Southeast corner of Market and Fifth streets.

Pupils registered, 692; average attendance, 565; percentage of attendance, 93¹/₁₀; number to each teacher, 43; monthly tuition of each pupil, \$1.73.

TEACHERS.

Miss Kate Sullivan.....	Principal.
Miss Nellie A. Littlefield.....	Assistant.
Miss C. McLean.....	“
Miss M. A. Salisbury.....	“
Mrs. M. A. Woodworth.....	“
Miss C. L. Hunt.....	“
Miss Bessie Molloy.....	“
Miss Fannie Holmes.....	“
Miss G. A. Garrison.....	“
Miss Kate McLaughlin.....	“
Miss M. L. Jordan.....	“
Miss Laura Hopkins.....	“
Miss L. A. Clegg.....	“

FOURTH-STREET PRIMARY SCHOOL.

Location.....Northwest corner of Fourth and Clary street.

Pupils registered, 534; average attendance, 498; percentage of attendance, 95; number to each teacher, 45; monthly tuition of each pupil, \$1.56.

TEACHERS.

Mrs. L. A. Morgan.....	Principal.
Miss A. Gibbons.....	Assistant.
Mrs. C. Holden.....	“
Miss M. A. Stincen.....	“
Miss R. F. Ingraham.....	“
Miss E. McKie.....	“
Miss T. J. Carter.....	“
Miss J. B. Brown.....	“
Miss H. J. Estabrook.....	“
Miss Belle Wheaton.....	“
Miss C. Carter.....	“

SOUTH COSMOPOLITAN PRIMARY SCHOOL.

Location.....North side of Post, between Dupont and Stockton streets.

Pupils registered, 482; average attendance, 434; percentage of attendance, 95; number to each teacher, 43; monthly tuition of each pupil, \$1.70.

TEACHERS.

Miss Minna Graf.....	Principal.
Miss Grace Smith.....	Assistant.
Miss Lizzie Wells.....	“
Miss S. S. Knapp	“
Miss E. Siegemann.....	“
Miss A. Joice.....	“
Miss Sarah Miller	“
Miss Adele Koehncke.....	“
Miss C. Dorsch.....	“
Miss C. Polemann.....	“

BUSH-STREET COSMOPOLITAN SCHOOL.

Location.....Southeast corner of Bush and Stockton streets.

Pupils registered, 500; average attendance, 463; percentage of attendance, 94 $\frac{2}{10}$; number to each teacher, 46; monthly tuition of each pupil, \$1.60.

TEACHERS.

Miss M. E. D'Arcy.....	Principal.
Mrs. Josephine Lloyd.....	Assistant
Miss M. T. Howard:.....	“
Miss C. E. Campbell.....	“
Miss I. Whitney.....	“
Miss M. A. Castelhun.....	“
Mr. L. Michaelson.....	“
Miss A. Goldstein.....	“
Miss Nellie O'Loughlin.....	“
Miss E. M. Dames.....	“

MASON-STREET COSMOPOLITAN PRIMARY SCHOOL.

Location.....East side of Mason street, between Post and Geary.

Pupils registered, 342; average attendance, 290; percentage of attendance, 91 $\frac{8}{10}$; number to each teacher, 48; monthly tuition of each pupil, \$1.50.

TEACHERS.

Mrs. M. Dupuy.....	Principal.
Miss V. Conlon.....	Assistant.
Miss S. M. Gunn.....	“
Miss S. E. Duff.....	“
Miss Flora Wiehe....	“
Miss Blanche Hirth.....	“

GREENWICH-STREET COSMOPOLITAN PRIMARY SCHOOL.

Location.....South side of Greenwich street, between Jones and Leavenworth.

Pupils registered, 444, average attendance, 371; percentage of attendance, 93; number to each teacher, 46; monthly tuition of each pupil, \$1.52.

TEACHERS.

Mrs. Wm. R. Duane.....	Principal.
Miss Naomie Hoy.....	Assistant.
Miss L. Erichson.....	“
Miss K. M. Donovan.....	“
Miss K. F. McColgan.....	“
Miss E. M. Tiebout.....	“
Miss Rose Bleibel.....	“
Miss M. S. Turnbull.....	“

POWELL-STREET PRIMARY SCHOOL.

Location.....West side of Powell street, between Jackson and Washington.

Pupils registered, 482; average attendance, 443; percentage of attendance, 95; number to each teacher, 55; monthly tuition of each pupil, \$1.38.

TEACHERS.

Miss C. V. Benjamin.....	Principal.
Miss L. W. Burwell.....	Assistant.
Miss L. A. Winn.....	"
Miss S. E. Thurton.....	"
Miss M. C. Robertson.....	"
Mrs. E. S. Forester.....	"
Mrs. M. E. Raymond.....	"
Mrs. H. V. Shipley.....	"

UNION PRIMARY SCHOOL.

Location.....Northwest corner of Filbert and Kearny streets.

Pupils registered, 479; average attendance, 419; percentage of attendance, 92 $\frac{9}{10}$; number to each teacher, 46; monthly tuition of each pupil, \$1.59.

TEACHERS.

Mrs. A. Griffith.....	Principal.
Miss E. Overend.....	Assistant.
Miss L. Solomon.....	"
Miss A. Stincen.....	"
Miss H. Featherly.....	"
Miss E. O. Capprise.....	"
Miss C. Younger.....	"
Miss E. McEwen.....	"
Miss A. Cherry.....	"

SILVER-STREET PRIMARY SCHOOL.

Location.....North side of Silver street, between Second and Third.

Pupils registered, 606; average attendance, 530; percentage of attendance, 94 $\frac{1}{10}$; number to each teacher, 53; monthly tuition of each pupil, \$1.52.

TEACHERS.

Miss Jennie Smith.....	Principal.
Miss C. G. Dolliver.....	Assistant.
Mrs. T. M. Sullivan.....	"

Miss J. T. Doran.....	Assistant
Miss I. E. Dickens.....	“
Miss I. Gallagher.....	“
Miss F. Ames.....	“
Miss E. Dolliver.....	“
Miss Mary Gallagher.....	“
Miss S. R. Hart.....	“

MISSION AND MARY-STREET PRIMARY SCHOOL.

Location.....Corner of Mission and Mary streets.

Pupils registered, 257; average attendance, 228; percentage of attendance, 94 $\frac{6}{10}$; number to each teacher, 45; monthly tuition of each pupil, \$1.53.

TEACHERS.

Mrs. C. H. Stout.....	Principal.
Mrs. C. B. Jones.....	Assistant.
Miss Carrie Menges.....	“
Mrs. F. Bjerremark.....	“
Miss A. Fittig.....	“

MISSION-STREET PRIMARY SCHOOL.

Location.....S. side Mission street, between Fifth and Sixth.

Pupils registered, 320; average attendance, 279; percentage of attendance, 90 $\frac{2}{10}$; number to each teacher, 56; monthly tuition of each pupil, \$1.53.

TEACHERS.

Miss A. M. Manning.....	Principal.
Miss M. A. Lawless.....	Assistant.
Miss A. J. Hall.....	“
Miss Ellen Hodges.....	“
Miss M. P. Carpenter.....	“

PINE AND LARKIN-STREET PRIMARY SCHOOL.

Location.....Southwest corner Pine and Larkin streets.

Pupils registered, 636, average attendance, 565; percentage of attendance, 91 $\frac{8}{10}$; number to each teacher, 43; monthly tuition of each pupil, \$1.86.

TEACHERS.

Miss Hannah Cooke.....	Principal.
Miss A. B. Chalmers.....	Assistant.
Miss Kate Bonnell.....	"
Miss M. E. Savage.....	"
Miss A. B. Sawyer.....	"
Miss F. M. Benjamin.....	"
Miss Mattie Ritchie.....	"
Miss D. Hymann.....	"
Miss L. A. Humphreys.....	"
Miss B. A. Kelly.....	"
Miss M. F. Metcalf.....	"
Miss Mary Corkery.....	"
Miss Kate Casey.....	"

EIGHTH-STREET PRIMARY SCHOOL.

Location.....East side of Eighth street, between Harrison and Bryant streets.

Pupils registered, 577; average attendance, 531; percentage of attendance, 95; number to each teacher, 47; monthly tuition of each pupil, \$1.55.

TEACHERS.

Miss A. E. Slavan.....	Principal.
Miss S. E. Frissell.....	Assistant.
Miss S. C. Johnson.....	"
Mrs. A. Wright.....	"
Miss E. Donovan.....	"
Miss K. E. Gorman.....	"
Miss E. F. Hassett.....	"
Miss M. E. Perkins.....	"
Miss M. A. Brady.....	"
Miss R. Paul.....	"
Miss M. Lloyd.....	"

HAYES VALLEY PRIMARY SCHOOL.

Location.....North side of Grove street, between Franklin and Gough.

Pupils registered, 238; average attendance, 222; percentage of attendance, 96 $\frac{2}{10}$; number to each teacher, 55; monthly tuition of each pupil, \$1.43.

TEACHERS.

Miss P. M. Stowell.....	Principal.
Miss F. E. Stowell.....	Assistant.
Miss H. P. Burr.....	“
Miss K. A. O'Brien.....	“

HAYES-STREET PRIMARY SCHOOL.

Location.....South side Hayes street, near Laguna.

Pupils registered, 111 ; average attendance, 97 ; percentage of attendance, 94; number to each teacher, 48; monthly tuition of each pupil, \$1.62.

TEACHERS.

Miss Mary Williams.....	Principal.
Mrs. L. M. Covington.....	Assistant.

SPRING VALLEY PRIMARY SCHOOL.

Location.....South side Union street, between Franklin and Gough.

Pupils registered, 230; average attendance, 199; percentage of attendance, 91⁷/₁₀; number to each teacher, 47; monthly tuition of each pupil, \$1.42.

TEACHERS.

Miss J. M. A. Hurley.....	Principal.
Miss Susie McInerny.....	Assistant.
Miss Marian Stokum.....	“
Miss Eureka Bonnard.....	“

DRUMM-STREET PRIMARY SCHOOL.

LocationNortheast corner of Sacramento and Drumm streets.

Pupils registered, 135; average attendance, 116; percentage of attendance, 93; number to each teacher, 39; monthly tuition of each pupil, \$1.82.

TEACHERS.

Miss A. M. Murphy.....	Principal.
Miss M. I. Brumley.....	Assistant.
Miss A. Hopkins.....	“

PRIMARY SCHOOLS.

XIX

POTRERO SCHOOL.

Location.....Southwest corner of Kentucky and Napa streets.

Pupils registered, 101; average attendance, 88; percentage of attendance, 95 $\frac{4}{10}$; number to each teacher, 44; monthly tuition of each pupil, \$2.00.

TEACHERS.

Miss A. S. Jervett.....Principal.
Mrs. M. Hastings.....Assistant.

PINE-STREET SCHOOL.

Location.....North side Pine street, between Scott and Devisadero.

Pupils registered, 87; average attendance, 77; percentage of attendance, 91; number to each teacher, 38; monthly tuition of each pupil, \$2.04.

TEACHERS.

Miss Ellen Cushing.....Principal.
Miss A. F. Sprague.....Assistant.

TYLER-STREET SCHOOL.

Location.....North side Tyler, between Pierce and Scott streets.

Pupils registered, 232; average attendance, 190; percentage of attendance, 89 $\frac{1}{10}$; number to each teacher, 47; monthly tuition of each pupil, \$1.49.

TEACHERS.

Miss M. J. Bragg.....Principal.
Mrs. L. Allen.....Assistant.
Miss Annie Dowling.....“
Miss Maggie Smith.....“

WEST END SCHOOL.

Location.....Near Six Mile House.

Pupils registered, 40; average attendance, 34; percentage of attendance, 89; monthly tuition of each pupil, \$2.44.

Chas. F. True.....Principal.

SAN BRUNO SCHOOL.

Location.....San Bruno Road, near toll-gate.

Pupils registered, 105 ; average attendance, 87 ; percentage of attendance, 92 ; number to each teacher, 46 ; monthly tuition of each pupil, \$1.71.

TEACHERS.

Miss M. Sears.....Principal .
Mrs. E. C. MarcusAssistant.

OCEAN HOUSE SCHOOL.

Location.....Near Ocean House.

Pupils registered, 21 ; average attendance, 18 ; percentage of attendance, 95 ; monthly tuition of each pupil, \$4.62.

Wellington GordonPrincipal.

LAGUNA HONDA.

Pupils registered, 31 ; average attendance, 28 ; percentage of attendance, 93 ; monthly tuition of each pupil, \$2.94.

Miss Jennie Stanford.....Principal.

FAIRMOUNT SCHOOL.

Location.....Fairmount Tract.

Pupils registered, 137 ; average attendance, 73 ; percentage of attendance, 87⁵/₁₀ ; number to each teacher, 36 ; monthly tuition of each pupil, \$2.00.

TEACHERS.

W. W. Holder.....Principal.
Miss Mary H. Smith.....Assistant.

COLORED SCHOOL.

Location.....Northwest corner of Taylor and Vallejo streets.

Pupils registered, 70 ; average attendance, 60 ; percentage of attendance, 89⁵/₁₀ ; number to each teacher, 30 ; monthly tuition of each pupil, \$3.04.

REAL ESTATE.

XXI

TEACHERS.

Mrs. Georgia Washburn.....Principal.
Miss Adrianna Beers.....Assistant.

CHINESE SCHOOL.

Location.....North side of Powell, between Jackson and Washington streets.

Pupils registered, 31 ; average attendance, 25 ; percentage of attendance, 83; monthly tuition of each pupil, \$3.20.

B. Lanctot.....Principal.

SPECIAL TEACHERS.

Truman Crossett.....	Teacher of Music.
W. D. Murphy.....	“ “
Washington Elliot.....	“ “
Hubert Burgess.....	Teacher of Drawing.
P. A. Garin.....	“ “
Mrs. J. E. Benton.....	“ “

REAL ESTATE OF THE SCHOOL DEPARTMENT.

LOTS DEEDED BY THE COMMISSIONERS OF THE FUNDED DEBT.

Fifty vara lot No. 301, corner of Bush and Stockton streets.

Fifty vara lot No. 462, corner of Kearny and Filbert streets.

Fifty vara lot No. 663, corner of Vallejo and Taylor streets.

One hundred vara lot No. 128, corner of Market and Fifth streets.

Lot on Fourth street, 80 feet by 125 feet, portion of one hundred vara No. 174, corner Harrison and Fourth streets.

LOTS OBTAINED BY EXCHANGE.

Fifty vara lot No. 482, on Greenwich street, received in exchange for fifty vara lot No. 695, corner of Stockton and Francisco streets.

Inner portion of one hundred vara lot No. 76, fronting on Vassar Place, Harrison street, near Second street (100 by 180 feet), obtained in exchange for fifty vara lot No. 732, corner of Fremont and Harrison streets.

Part of one hundred vara lot No. 274, 115 feet on Eighth street by 275 feet deep, received in exchange for one hundred vara lot No. 258, corner of Folsom and Seventh streets.

Part of fifty vara lot No. 167, on Broadway near Powell street ($69\frac{1}{4}$ by $137\frac{1}{2}$), received in exchange for portion of one hundred vara lot No. 174, corner of Fourth and Harrison streets.

Part of fifty vara lot No. 581, 70 feet on Post street, between Dupont and Stockton streets, received in exchange for portion of one hundred vara lot No. 174, corner of Fourth and Harrison streets.

Lot 100 feet on Tyler street by $137\frac{1}{2}$ feet deep, in block 433, between Pierce and Scott streets, for lot No. 2, block 431, Western Addition.

LOTS OBTAINED BY PURCHASE.

Fifty vara lot No. 418, on Union, near Montgomery street.

One half of fifty vara lot No. 121, on Powell, near Clay street.

Lot on Mission street, 200 by 182, in block 35.

Part of fifty vara lot No. 1,320, $97\frac{1}{2}$ feet on Bush street by $137\frac{1}{2}$ feet deep.

One half of fifty vara lot No 159, on Powell near Jackson.

Fifty vara No. 602, corner of Mason and Washington streets.

Fifty vara No. 1,023, corner of Bush and Taylor streets.

Lot on Broadway street, $39\frac{3}{4}$ by $91\frac{1}{2}$; portion of fifty vara lot on the northwest corner of Powell and Broadway streets.

Lot on Tehama street, 28 by 75 feet, commencing at the southerly line of Tehama street, at point distant 297 feet westerly from the southwest corner of First and Tehama streets.

Lot on Tehama street, 90 by 75 feet, numbered on the official map of the City of San Francisco as lots Nos. 46 and 47 of the one hundred vara lot survey.

Lot on Kentucky street, 50 by 100 feet, commencing at a point on the westerly line of Kentucky street, distant one hundred feet southerly from the southwest corner of Kentucky and Napa streets.

Lot on Chenery street, 62 by 125 feet, commencing at a point on the east line of Chenery street, distant northerly 200 feet from the northerly corner of Randall and Chenery streets.

Also, lot on the San Jose Railroad, 62 by 175 feet, commencing at a point on the westerly line of the San Jose Railroad, distant 183 feet northerly from the northwest corner of Randall street and the San Jose Railroad.

Lot on Chenery street, 50 by 125 feet, being known as lot No. 8, in block 29, as laid down upon the map of the Fairmount Tract, San Miguel Ranch.

Lot on Silver street, 44 by 70 feet, commencing at a point on the northwesterly line of Silver street, distant 112 feet from the northwesterly corner of Silver and Second streets.

Lot on the corner of Pine and Larkin streets, 200 by 120 feet, portion of block 14, Western Addition.

Lot on Clay street, near Powell, 26 2-12 by 75 feet, adjoining Boys' High School lot on the north.

Lot on Silver street, commencing on the northwesterly line of Silver street, 176 feet southwesterly from southwesterly line of Second street, thence southwesterly 24 by 70 feet.

Lot on Silver street, commencing at a point on the northwesterly line of Silver street, distant 156 feet southwesterly from the intersection of said line of Silver street with southwesterly line of Second street, thence southwesterly 20 by 70 feet.

Lot on the north side of Broadway, 30 by 91 8-12 feet, commencing 107½ feet west from the northwest corner of Powell and Broadway.

Lot on south side Fourteenth avenue, commencing at a point on the southerly line of Fourteenth avenue, 75 feet from westerly line of L street, 75 by 100 feet, being lot No. 2, block 289, South San Francisco Homestead Association; purchased of Wm. H. Bryan.

Lot on Eighth street, commencing on the northeasterly line of Eighth street, distant southeasterly 250 feet from the easterly corner of Eighth and Harrison streets, 25 by 165 feet, being portion of 50 vara lot No. 275; purchased of Alvinzo Hayward.

Lot on the north side of Broadway, 68¾ by 137½ feet, commencing on the northerly line of Broadway street, distant 137½ feet westerly from westerly line of Sansome street, being one-half of 50 vara lot 198; purchased of Alfred DeWitt.

Lot on McAllister street, commencing at a point on the north line of McAllister street, distant 137½ feet westerly from northwesterly corner of McAllister and Franklin streets, 87½ by 137½ feet, being part of fifty vara No. 2, block 136, Western Addition; purchased of Louis E. Ritter.

LOTS OBTAINED BY DONATION.

Nos. 13, 14, 15, 16, 26, 27 and 28, in block No. 85, Potrero Nuevo. Donated by Geo. Treat.

No. 4, in block No. 23, Bernal Ranch, 200 by 125 feet, West End Map No. 2, County Road. Donated by Harvey S. Brown.

Lot on the southwest corner of Kentucky and Napa streets, 100 by 100 feet, Potrero. Donated by Robert Dyson, J. W. Raymond, J. Ward, Samuel Gilmore, James R. Riddle and C. G. Eaton.

Lots 39, 40, 51, 52, subdivisions of lots 247, 248, 249, 250, 251, 252, 253, Precita Valley Lands, on Adam street, near Eve street, 50 by 131 feet. Donated by Vitus Wackenreuder.

Lot on Vermont street, 120 by 200 feet, being a portion of block No. 127, Potrero Nuevo. Donated by Nathan Porter, E. D. Sawyer and John Bensley.

Lot on Filbert street, between Taylor and Jones, 100 feet front, portion of fifty vara lot No. 446. Donated to School Department by the Board of Supervisors.

Lot on Shotwell street, 122½ by 122½ feet, between Twenty-second and Twenty-third streets. Donated by John Center.

Lot on Montana street, 200 by 120 feet, known as lot No. 4, block W, upon a certain map marked "Map of Lands of the Railroad Homestead Association." Donated by Association.

Lot on south side of Fourteenth avenue, 75 by 100 feet, commencing at the west corner of Fourteenth avenue, at L street, being lot No. 1, block 289, South San Francisco; donated by James Atkinson.

LOTS OBTAINED BY VAN NESS ORDINANCE.

In Mission Blocks—

- Fifty vara lot in block No. 8.
- Fifty vara lot in block No. 21.
- Fifty vara lot in block No. 34.
- Fifty vara lot in block No. 61.
- Fifty vara lot in block No. 93.
- Fifty vara lot in block No. 104.

In Western Addition—

- Fifty vara lot No. 2, in block No. 3.
- Fifty vara lot No. 6, in block No. 14.
- Fifty vara lot No. 5, in block No. 21.
- Fifty vara lot No. 5, in block No. 29.
- Fifty vara lot No. 2, in block No. 62.
- Fifty vara lot No. 5, in block No. 111.
- Fifty vara lot No. 5, in block No. 117.
- Fifty vara lot No. 5, in block No. 123.
- Part of fifty vara lot No. 2, in block No. 136, 50x137½ feet.
- Fifty vara lot No. 2, in block No. 158.
- Fifty vara lot No. 2, in block No. 281.
- Fifty vara lot No. 2, in block No. 318.
- Fifty vara lot No. 2, in block No. 325.
- Fifty vara lot No. 6, in block No. 374.
- Fifty vara lot No. 2, in block No. 419.
- Fifty vara lot No. 2, in block No. 460.
- Fifty vara lot No. 2, in block No. 465.

In Potrero Nuevo—

- Lot in block No. 39, 100 by 200 feet.
- Lot in block No. 46, 100 by 200 feet.
- Lot in block No. 163, 100 by 200 feet.

SCHOOL LOTS WEST OF FIRST AVENUE TO THE OCEAN.

The size of each lot is 150 by 240 feet, running from east and west through the centre of the block, having a frontage of 150 feet on each street.

No. of Block in which each lot is situated.	No. of Block in which each lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.	No. of Block in which each Lot is situated.
673	780	873	792	975	1209
678	872	963	696	1056	1276
375	957	1044	357	1132	418
278	1038	1120	260	1203	242
176	1114	1191	158	248	339
867	1186	1258	407	345	714
775	395	1264	152	708	810
953	164	1197	254	804	902
170	266	1126	351	869	987
272	263	1050	702	981	1068
369	690	969	798	1062	1215
684	786	884	890	1138	1146

LOTS BETWEEN FIRST AVENUE AND THE OLD CHARTER LINE. EACH LOT IS FIFTY VARA IN SIZE.

In block 523, on Page street, between Baker and Broderick streets.

In block 530, on McAllister street, between Baker and Broderick streets.

In block 541, on Sacramento street, between Baker and Broderick streets.

In block 546, on Pacific street, between Baker and Broderick streets.

In block 553, on Lombard street, between Baker and Broderick streets.

In block 657, on Haight street, between Lott street and Masonic avenue.

LOTS IN MISSION SURVEY, WEST OF POTRERO AVENUE.

Lot, 117½ by 150 feet, on Mission street, between Twenty-fifth and Twenty-sixth streets, in block No. 183.

Lot, 150 by 245 feet on Valencia and Bartlett streets, between Twenty-second and Twenty-third streets, in block No. 136.

Lot, 150 by 200 feet on Bryant and York streets, between Twenty-second and Twenty-third streets, in block No. 147.

Lot, 150 by 200 feet on Bryant and Columbia streets, between Twenty-fifth and Twenty-sixth streets, in block 178.

LOTS EAST OF POTRERO AVENUE TO BAY.

Potrero Survey, size of lots 150 by 200 feet. In blocks 373, 287, 265, 254, 226, 149, 122.

RECAPITULATION.

Number of School Lots west of First avenue, 73.

Number of School Lots between First avenue and Charter Line, 6.

Number of School lots in Mission Survey, 4.

Number of School lots in Potrero Survey, 7.

DEPARTMENT OF COMMON SCHOOLS,

CITY AND COUNTY OF SAN FRANCISCO.

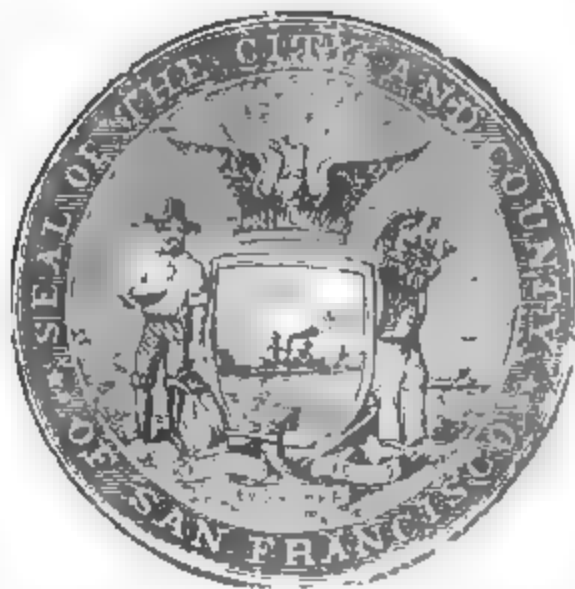
EIGHTEENTH ANNUAL REPORT

OF THE

Superintendent of Common Schools,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1871.

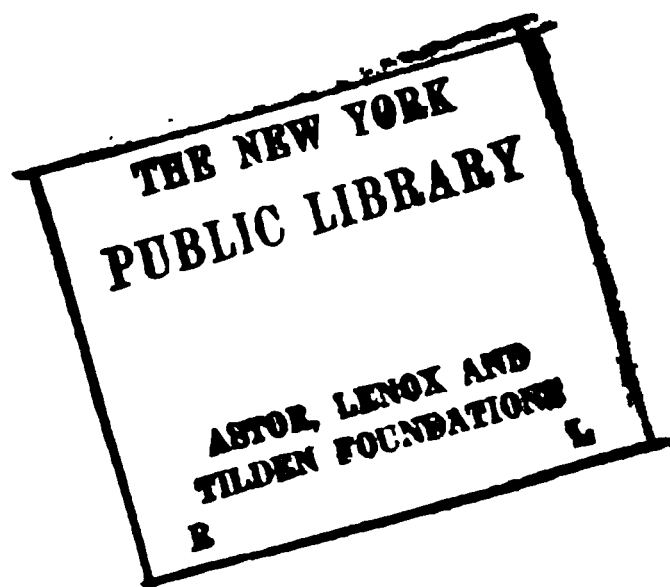


SAN FRANCISCO:

CUBERY & COMPANY, BOOK, JOB AND ORNAMENTAL PRINTERS,

536 MARKET STREET, JUST BELOW MONTGOMERY.

1871.



ERRATA.

Page 6, percentage of attendance in Grammar Schools "95.4" instead of "25.4."

Page 9, Cash on hand "July 1st, 1870" instead of "July 1st, 1871."

Page 10, expended for Hack-hire \$80.

Page 115, number of pupils enrolled "July, 1871" instead of "August, 1871."

Page 115, number of pupils enrolled "August, 1871" instead of "July, 1871."

Page 119, Salary of Principals of Primary Schools of four classes or more, " \$90 per month or \$1080 per annum," instead of " \$85 per month or \$1020 per annum."

*To the Honorable, the Board of Supervisors
Of the City and County of San Francisco :*

GENTLEMEN—I herewith submit to you the following report of the finances and the educational condition of the School Department for the School and Fiscal Year ending June 30, 1871 :

SUMMARY OF SCHOOL STATISTICS.

I. POPULATION AND SCHOOL CENSUS.

Population of the city (U. S. Census, 1870).....	150,005
Children under 15 years of age (school census, 1871)..	46,610
Children between 5 and 15 years of age entitled to State apportionment of School Fund.....	28,530

Children between 6 and 15 years of age (legal school age).....	26,034
Average number attending Public Schools.....	18,807
Number attending Private and Church Schools, as reported by Census Marshals.....	4,824
Whole number attending School.....	23,631
Approximate number not attending any school.....	2,403

II. SCHOOLS.

SCHOOLS.	1869-70.	1870-71.
High.....	2	2
Grammar.....	10	13
Primary.....	36	32
Totals.....	48	47

III. BUILDINGS.

BUILDINGS.	1870-71.
Owned by the Department.....	44
Rented rooms.....	43

IV. TEACHERS.

SCHOOLS.	1869-70.	1870-71.
High.....	12	14
Grammar.....	98	108
Primary.....	231	264
Evening.....	22	21
Special Teachers of Music and Drawing.....	5	6
Special Teachers, French and German.....	3	3
Totals.....	371	416

COMMON SCHOOL REPORT.

5

V. CLASSES.

SCHOOLS.	1869-70.	1870-71.
High.....	12	12
Grammar Grades.....	82	93
Primary Grades.....	222	252
Totals	316	357

VI. PUPILS.

AVERAGE MONTHLY ENROLLMENT.	1869-70.	1870-71.
High Schools.....		341
Grammar Schools		4,572
Primary Schools.....		13,894
Total.....		18,807

AVERAGE NUMBER BELONGING TO	1869-70.	1870-71.
High Schools	303	329
Grammar Schools.....	3,911	4,342
Primary Schools.....	11,527	12,749
Totals.....	15,741	17,420

AVERAGE DAILY ATTENDANCE.	1869-70.	1870-71.
High Schools.....	283	319
Grammar Schools	3,740	4,145
Primary Schools.....	10,769	11,918
Totals.....	14,792	16,382

COMMON SCHOOL REPORT.

EVENING SCHOOLS.	1869-70.	1870-71.
Average monthly enrollment.....		873
Average number belonging.....		690
Average attendance.....	503	596

VII. EXPENDITURES.

SALARIES, RENTS, ETC.	1869-70.	1870-71.
Salaries of Teachers.....	\$321,091 45	\$345,718 91
Rents of Buildings.....	13,868 50	13,617 60
Building Fund....	95,749 94	174,975 02
Incidentals	112,811 89	170,805 04
Totals.....	\$543,519 78	\$705,116 57

VIII. RECEIPTS.

FROM WHAT SOURCE RECEIVED.	1869-70.	1870-71.
State Apportionment.....	\$ 81,767 98	\$94,196 05
City Taxes.....	371,119 57	437,214 18
Other Sources.....	148,452 44	141,272 25
Totals.....	\$601,339 99	\$672,682 48

IX. MISCELLANEOUS.

Percentage of attendance on the average number belonging to—	
High Schools.....	97
Grammar Schools.....	25.4
Primary Schools.....	93.4
Percentage of the average number belonging on the whole number of children between 6 and 15.....	
	70
Annual cost per Pupil ; not including Building Fund.....	\$30 43
Annual cost for Tuition exclusively.....	19 83
Average number of Pupils to a regular Teacher, for the last month of the year—	
High Schools.....	00
Grammar Schools.....	43
Primary Schools.....	53
City Assessment Roll.....	\$106,000,000

COMMON SCHOOL REPORT.

7

lected on.....	\$97,000,000
ount of City Taxes	2,781,000
of Current School Expenses.....	530,000

SCHOOL ATTENDANCE FOR APRIL, 1871.

SCHOOLS.	NUMBER ENROLLED.	AVERAGE NO. BELONGING.	AVERAGE DAILY ATTEND'G
gh	125	141	119
gh	187	185	180
Grammar.....	714	690	664
Grammar.....	740	671	671
Grammar.....	516	508	486
ton Grammar.....	470	438	416
rammar	467	439	414
y Grammar	575	545	510
alley Grammar	502	521	501
Grammar	617	590	563
smopolitan Grammar..	655	624	591
smopolitan Grammar.....	591	557	528
Street Grammar	594	568	541
treet Grammar	886	831	794
n Francisco Grammar	300	280	263
smopolitan Primary	533	477	477
reet Cosmopolitan Primary.....	505	477	447
reet Cosmopolitan Primary..	389	361	340
reet Cosmopolitan Primary.....	259	242	228
Primary	901	849	811
treet Primary.....	560	542	518
h Street Cosmopolitan Primary...	524	485	458
treet Primary.....	517	484	453
Primary..	871	799	766
primary	505	444	440
Larkin Street Primary..	641	586	554
treet Primary	668	596	559
alley Primary.....	444	310	300
and Mary Street Primary.....	284	258	239
.....	276	259	242
treet Primary.....	47	44	588
l	57	52	47
alley Primary	232	213	195
io..	89	80	82
it..	91	90	79
.....	135	129	123
et Primary.....	68	83	74
reet Primary.....	283	259	238
reet Primary.....	792	722	686
y Primary	138	123	114
ionda.....	38	36	35
reet Primary.....	114	109	106
Street Primary	478	452	425
ouke	35	30	29
bos	37	33	29
.....	642	527	443
.....	78	71	66

COMMON SCHOOL REPORT.

**DETAILED STATEMENT OF THE FINANCES OF THE COMMON
SCHOOL DEPARTMENT FOR THE FISCAL YEAR, ENDING
JUNE 30, 1871.**

SCHOOL FUND, 1870-71. RECEIPTS.

FROM WHAT SOURCE RECEIVED.	AMOUNTS.
From Taxes.....	\$437,214 18
From Poll Tax	1,577 25
From Dog Tax.....	879 00
From State Apportionment.....	94,196 05
From Fees from County Court.....	105 00
Total	\$533,971 48

DISBURSEMENTS.

	FIRST HALF-YEAR.	SECOND HALF-YEAR.	TOTALS.
Teachers' salaries.....	\$176,206 92	\$169,511 99	\$345,718 91
Janitors' salaries.....	12,348 25	11,824 48	24,172 73
Carpenter.....	900 00	355 00	1,255 00
Census Marshals	1,686 50	.....	1,686 50
Insurance.....	156 25	386 50	542 75
Fuel and Lights.....	3,970 73	3,125 09	7,095 82
Water	162 00	258 10	420 10
Repairs	22,181 92	6,721 95	28,903 87
Furniture	7,746 95	8,061 22	15,808 17
Books, Station'ry, sup'lies, print'g etc.	9,391 56	6,899 02	16,290 58
Rents.....	7,380 60	6,237 00	13,617 60
Incidental Expenses.....	3,431 58	4,082 78	7,514 36
Totals.....	\$245,563 26	\$217,463 13	\$463,026 39

Total demands audited 1870-71..... \$463,026 39
 Transfer to Sinking and Interest Fund..... 60,590 00
 Demands audited 1869-70, but paid during the Fiscal Year 1870-71 6,525 16

Total expenditures..... \$530,141 55

Total receipts, 1870-71..... \$533,971 48
 Total disbursements 530,141 55

Cash on hand, July 1, 1871 \$3,829 93

The total amount necessary, as estimated by the Committee on Finance to defray the expenses of the Public School Department for the past year, was \$522,500. The actual disbursements have therefore exceeded the estimated, by \$7,641.55.

Owing to the insufficiency of funds towards the close of the year, teachers and janitors received only one-half of their usual pay for the month of June, 1871, and were informed that, for obtaining the remaining half they would have to trust to the justice and liberality of the Legislature. The balance due teachers and janitors amounts in the aggregate to \$18,000.

SCHOOL FUND, SPECIAL, OR SCHOOL BUILDING FUND.

RECEIPTS.

Cash on hand July 1, 1871.....	\$88,591 82
Received from sale of bonds as follows :	
To Theodore Le Roy, 7 bonds at par.....	\$7,000 00
To M. Reese, 20 bonds, at 92.26.....	18,452 00
To A. Seligman, 43 bonds at 92.10.....	39,603 00
To Mr. Hochstadter, 31 bonds, at 92.07.....	28,451 70
To Mr. Glazier, 31 bonds, at 92.07-.....	28,451 70
To M. Reese, 18 bonds, at 92.07.....	16,572 60
	<hr/> 138,711 00
Total number of bonds sold, 150; total receipts..	<hr/> \$227,302 82 <hr/>

COMMON SCHOOL REPORT.

DISBURSEMENTS.

HOW EXPENDED.	AMOUNTS.
For erection of three 18-class School-buildings, including extra work on same.....	\$75,078 27
For erection of Girl's High School-building, on Bush, near Hyde street; paid on account of contract.....	20,465 91
For erection of Broadway Primary School-building, including extra work.....	14,796 05
For re-building Lincoln Grammar School; paid on account.....	13,260 09
For erection of Point Lobos School-building.....	5,919 75
For additions and alterations to Potrero School-building.....	1,130 00
For purchase of Lot, on Broadway, bet. Sansome and Montgomery	15,000 00
For purchase of Lot, on Clementina street, 50x80.....	6,000 00
For purchase of Lot, on Clementina street, 40x80.....	3,200 00
For purchase of Lot, on McAllister st., bet. Gough and Franklin	7,636 30
For services of E. T. Raun, architect.....	3,250 00
For payment to William Craine, architect (balance due him)....	475 00
For moving Eighth street Primary building to rear of lot.....	1,879 50
For grading Eighth street, and Point Lobos School-lots.....	432 25
For leveling and underpinning Shotwell street School.....	300 00
For constructing sewers for Silver street, Hayes Valley and Lincoln Primary Schools.....	549 75
For carbonating Lumber.....	1,328 85
For Stamps and advertising for School Bonds.....	327 05
For taxes on Silver street house and lot, and Clementina st. lot..	294 19
For moving West End School.....	75 00
For removing debris from Lincoln Grammar School, after fire...	389 37
For redeeming School-lot, on Shotwell street.....	663 04
For hack hire.....	.....
For services of Watchmen, watching School-buildings during time of erection :	
Girls' High School.....	\$980 00
Valencia Street Grammar School.....	373 00
Lincoln Grammar School.....	340 00
Hayes Valley Grammar School.....	224 00
Eighth Street Grammar School.....	84 00

	2,001 00
For miscellaneous repairs and alterations.....	443 65

	\$174,975 02
 Total Revenue.....	 \$227,302 82
Total expenditures.....	174,975 02

Cash on hand, July 1, 1871.....	\$52,327 80
	=====

REPORT OF THE COMMITTEE ON FINANCE—JULY, 1871.

To the Honorable Board of Education :

GENTLEMEN—Your Committee on Finance, in accordance with law, beg leave to submit the following report of the estimated revenue and expenditures of the Public School Department for the Fiscal Year 1871-72 :

ESTIMATED REVENUE.

SCHOOL FUND.

From City and County Taxes, 45c. on every \$100 of \$95,000,000..	\$427,500 00
From State Apportionment.....	95,000 00
From other sources.....	3,000 00
Cash on hand.....	3,829 93
Total.....	<u>\$529,329 93</u>

ESTIMATED EXPENSES.

	1st half of year	2d half of year	Totals.
For Teachers' Salaries.....	\$200,000 00	\$210,000 00	\$410,000 00
For Janitors' Salaries.....	13,500 00	24,500 00	28,000 00
For Census Marshals.....	2,000 00	.....	2,000 00
For Insurance.....	1,750 00	1,750 00	3,500 00
For Fuel and Lights.....	5,000 00	4,000 00	9,000 00
For Water.....	250 00	250 00	500 00
For Repairs.....	15,000 00	10,000 00	25,000 00
For Furniture.....	12,000 00	8,000 00	20,000 00
For Books and Supplies.....	15,000 00	10,000 00	25,000 00
For Rents.....	7,000 00	8,000 00	15,000 00
For Incidentals	4,900 00	4,900 00	9,800 00
	<u>\$276,400 00</u>	<u>\$271,400 00</u>	<u>\$547,800 00</u>
To which, add Transfer to Sinking and Inst. Funds.....			58,470 00
Total estimated Disbursements.....			<u>\$606,270 00</u>

It will be seen by the foregoing statement that the estimated expenses of the Fiscal Year 1871-72, exceed the income by \$76,940. The estimates are based upon the disbursements of previous years, allowing a sufficient increase in the various items as the growth of the Department demands. The revenue is,

therefore, inadequate to meet the increasing wants of the Department, and it will be necessary to apply again for relief to the Legislature. Your Committee would take this opportunity to state that the large amount—namely, \$60,000—necessary annually to pay the Interest and Sinking Fund of School Bonds, seriously cripples the School Fund, and they would recommend that an effort be made to have this draft upon the School Fund paid from the General Fund.

Could this be accomplished, and in addition thereto, a small special tax levied each year for building purposes, your Committee think the necessity of applying constantly to the Legislature for relief, and the existence of deficits at the end of each school year would cease.

All of which is respectfully submitted,

ARTHUR K. HAWKINS,	} Committee	
EDW. KRUSE,		on
JOHN P. SHINE,		Finance.

FINANCES.

The School Year ending June 30, 1871, closed with a *nominal* balance on hand of \$3,829 93, as seen by the statistical tables; but as teachers and janitors were left unpaid for half of the month of June, these unpaid salaries constitute an equitable claim against the Department of \$18,000.

Should the payment of these claims be authorized by the Legislature, the *actual* deficit will amount to \$14,000.

This deficit was partly due to the cost of furniture for the new school houses, the heavy expenditure for repairs and planking yards and to the great increase of school attendance.

At the beginning of the School Year, a small reduction was made in the salaries of Primary Assistants; but, in compliance with a very general expression of public opinion, the Board of Education reconsidered its action and restored the salaries to the original rates.

From the estimates made by the Finance Committee it will be

seen that the probable deficit at the end of the present School Year, June 30, 1872, will amount to \$77,000. Add to this the equitable claims of teachers and janitors for last year, the total deficit will be swelled to \$92,000.

What is the cause of this probable deficiency, and how is it to be met? The school attendance is rapidly increasing, while the school revenue does not increase. The city assessment roll this year is a little less than that of last year, while the increase in school attendance over the average of last year for the first two months of the present School Year was 2,300 children, requiring 30 new classes and an increase of 38 teachers, making an increase of 10 per cent. in the item of salaries of teachers. Without any further increase in the number of teachers, the cost of salaries will amount to about \$395,000.

But according to the June School Census, there were over 2,200 children between the ages of 5 and 6 years, 2,000 of whom will enter school during the year, requiring at least 25 more classes and 25 more teachers, at a cost, say, of \$20,000, making the whole amount of teachers' salaries at least \$415,000.

The cost of supplying the new school-houses with furniture, including the Lincoln Building, since July, 1871, has been about \$10,000. Many of the school buildings need painting and repairing, and this item of expense will be a heavy one.

The estimate of the Finance Committee is evidently within bounds.

Now, a general reduction of salaries ought not to be made. Last year, public opinion was against it, and that opinion probably remains unchanged. Our Grammar Principals and High School Principals are paid 25 per cent. less than teachers of the same grade in Boston; our 294 Primary Teachers are paid an average of \$100 a year more than teachers of the same grade in Boston; equal to 14 per cent. more.

The cost per pupil for tuition—that is, salaries of teachers exclusively—last year, in this city, was \$19.83; in Boston, \$20.60; Chicago, \$16.10.

The total cost per pupil in this city, last year, not including building fund, was \$30.43; in Boston, 28.20.

The total cost per pupil, including expenses for building in this city, was \$40.47 ; in Boston, 46.28.

The deficiency of the present year will have to be met, either by a direct appropriation from the city of \$90,000, or the amount must be made payable out of a new issue of bonds required for building purposes.

But it will be impossible to carry on the schools next year, with the revenue derived from a tax of 45 cents on a hundred dollars ; the rate of tax must be increased to 55 cents on a hundred dollars.

This will be barely sufficient to carry on the schools.

One tenth of our entire school revenue is required to pay the interest and sinking fund, on bonds already issued. In other words, *one* tenth of our school revenue is used *indirectly* in the payment of rent for school-houses.

Should an issue of bonds be made to the amount of \$375,000, a heavy additional burden will be laid upon the current school revenue.

BONDS FOR BUILDING PURPOSES.

Notwithstanding the recent erection of 6 large school buildings and several smaller ones, the School Department is now renting 43 rooms for the accommodation of 2,000 children, at a cost of \$10,000 a year. Last year the city, with a school attendance of 18,000, expended for school buildings \$175,000.

Boston, with a school attendance of 35,000, expended \$612,000. Our demands for school buildings are not greater than in other cities.

A new building is needed in the Ninth Ward to accommodate the Rincon Grammar School, and to relieve the Department from the rent of the Silver Street Primary School building.

A new Primary building is also needed in the same Ward, say, somewhere in the vicinity of the intersection of Fifth and Bryant streets, to accommodate the surplus pupils of the Rincon, Fourth Street and Eight Street Schools.

In the Eighth Ward, 19 rooms are rented, all basement rooms, filled by 900 children.

The old brick building at the corner of Bush and Stockton streets, is in a condition so dilapidated and unsafe, that it ought to be torn down and its place supplied by a new one.

The eight classes in the building, added to the 19 rooms, make 27 rooms required, to which may be added three classes more occupying rooms and halls unfit for school purposes, making a total of 30 new rooms needed to accommodate the pupils of this District, now in attendance.

A building on the lot owned by the Department on Eddy street, near Larkin, would accommodate a considerable part of the Eighth District.

The Spring Valley School-house must either be enlarged, or a new building must be erected in the vicinity. The Fairmount house must be enlarged to a four class-room building.

A new house is needed on the Potrero, another at the Ocean House, and one at Laguna Honda.

It is cheaper for the city to build than to rent. The cost of the buildings, etc., may be estimated as follows :

Rincon Grammar School, 18 class-rooms, building, furniture included.....	\$40,000
Primary school-house, same district.....	18,000
Cost of Lot.....	20,000
South Cosmopolitan School, 8th District, 18 classroom building, furniture included.....	40,000
Cost of Lot.....	25,000
Building, Eddy street Lot, 18 class-rooms, furniture included.....	40,000
Potrero School, 8 class-rooms.....	18,000
Fairmount.....	2,000
Laguna Honda, 2 class-rooms.....	3,000
Ocean House, 2 class-rooms.....	3,000
Spring Valley School.....	10,000
Painting and repairs on old buildings.....	25,000
	<hr/>
	\$244,000

To this may be added the estimated deficit for the present year, \$90,000, making a total of \$334,000. Should a building for the Boys' High School be erected, the amount would be increased to \$369,000.

The amount, then, required in the new issue of bonds is not less than \$375,000.

EDUCATIONAL CONDITION OF THE SCHOOLS.

A detailed report of the annual examinations and promotions will be found in the report of the Deputy Superintendent.

Supplementary statistics, showing the classification of the schools up to the time of publication of this report, will be found attached to the Deputy's report.

TEXT BOOKS.

The sweeping change of text books made compulsory on the city, by the law passed at the last session of the Legislature, which placed the city under the control of the State Board of Education, is much to be regretted.

The expense was very heavy, amounting in some cases in single families to \$25.

The change is the more to be regretted as generally the new books are inferior to the old ones. The amount already expended, in the first two months of the year, by the Board, in the purchase of books for indigent children, exceeds \$2,000. The State Uniformity Law is open to many grave objections. Books which are suitable for use in graded city schools are not adapted for use in ungraded country schools, and *vice versa*.

Leading educators in other States are setting their faces against State uniformity. A question involving so many hundreds of thousands of dollars, is a dangerous power to be centralized in one Board, subjected to the pressure of influential publishing houses.

As far as San Francisco is concerned, the law ought to be repealed.

Considering the large annual expenditure for books for indigent children, the New York and Philadelphia plan of furnishing all text books free, in the form of school libraries, is entitled to a careful consideration. In the end it will cost the people less than half the present cost.

GOOD SCHOOLS.

Good schools cannot be maintained without good buildings and good teachers. Competent teachers cannot be had without a fair rate of wages. Good schools, therefore, are costly, but they must be maintained. *A liberal expenditure in education is the truest economy in the end.*

Let all citizens, all legislators, and all school officers unite in a spirit of enlightened liberality, to provide the means for supporting public schools, and then, if educated and professional teachers are placed in charge of the children, we may hope to attain in the future the highest results of modern civilization, a community of educated men and women.

J. H. WIDBER,

Superintendent of Common Schools.

SAN FRANCISCO, September 1, 1871.

REPORT

OF THE

DEPUTY SUPERINTENDENT.

J. H. WIDBER,

Superintendent of Common Schools :

In accordance with Section 69 of the Rules and Regulations, I herewith submit the first annual report of the Deputy Superintendent. During the month of January, 1871, the month on which I assumed the duties of Deputy, my time was occupied in making a flying visit to each of the schools in the Department. During the months of February and March my time was principally devoted to preparing the revised Rules and Regulations, under the direction of the Committee on Rules and Regulations and the Committee on Classification.

The preparation of the course of study was no light task, as it involved a full examination of the new text books required to be

y the State Board of Education, and a close study of the courses of study of the cities of New York, Boston and D.

first part of the month of April was occupied in preparing us for the annual examination of the Schools, and the remainder of the month and a part of May was taken up in examining the grades of the Grammar Schools in reading. An entire day was devoted to the examination of each class, and fifteen classes were examined. The last two weeks in May were devoted to superintending the written examinations of the first grades of the Grammar Schools, which were held under the immediate direction of the Principals and Assistants of the High Schools; and the month of June, the vacation, was given up to a careful review of the examination papers of all the Schools—the most wearisome task of all my duties—yet the one which has given me the best insight into the actual condition of our schools.

EXAMINATION OF FIRST GRADE CLASSES.

A resolution of the Board of Education, the standard for graduation from the Grammar Schools was made the standard for admission to the High Schools; and the percentage required was an average of 75 per cent. on the following studies: Arithmetic, Grammar, Geography, History, Reading, Writing, Spelling, Word Analysis and Composition.

The questions submitted were carefully prepared, and while they were not difficult, were intended to be thorough enough to establish a respectable standard of graduation.

The united testimony of the High School teachers showed that, for several years past, many pupils had been admitted to the High Schools who were found unable to profitably pursue the course of study there on account of imperfect preparation in the Grammar Schools.

At the Boys' High School 178 boys presented themselves for examination. At the Girls' High School building 256 girls appeared for examination. The examination lasted three days, and the papers were then examined and credited by the High School teachers.

The arduous task of examining 10,000 pages of manuscript was performed with remarkable accuracy and fairness.

On a re-examination of many papers not a single error has been found, and not a single case in which a credit could reasonably be changed.

On making a summary of the results, it was found that only fifty girls and two boys had reached 75 per cent. This somewhat unsatisfactory result was partially owing to the small percentage obtained in mental and written arithmetic.

The examination in mental arithmetic was conducted orally by the High School principals, and at least one half of the candidates made an entire failure, and were marked zero. The highest number of credits for this branch was ten.

In consideration of the fact that very little attention had been given to mental arithmetic in the Grammar Schools during the year, an allowance of five extra credits was made to each pupil.

In written arithmetic, while the questions themselves were not difficult, the instructions were that no credits should be allowed to any question unless the *exact* answer was obtained—no partial credits being allowed for approximate results. This strict marking so reduced the credits that another allowance was made of ten extra credits for each pupil. This virtually reduced the standard from 75 per cent. to 70 per cent.

In addition to this, the boys were allowed ten extra credits in grammar, as their papers seemed to have been a little more strictly examined than those of the girls.

On this second standard 100 girls and 30 boys were graduated. Of this number, five gained 90 per cent.; sixteen gained from 85 per cent. to 90 per cent.; thirty-eight gained from 80 per cent. to 85 per cent.; seventy-one gained from 75 per cent. to 80 per cent. Below 65 per cent.—87 boys and 87 girls; below 50 per cent.—16 boys and 9 girls.

Subsequently, by order of the Board, all who had reached a nominal standard of 70 per cent., that is, an actual standard of 65 per cent., were allowed a re-examination, and all who reached 65 per cent. on both examinations were admitted to the High Schools on trial for one month. Twenty-five pupils were so admitted.

It ought to be stated that at least one hundred of the candidates

belonged to the second divisions of the first grade classes, and were not recommended by the Principals for graduation. They were allowed to appear for the purpose of a trial examination.

It should be stated, also, that the course of study was generally considered by the teachers as too extensive, so that it was impossible for the best teachers to train classes thoroughly in all the branches.

The examination of the second grade classes for the year preceding was so exceedingly simple that many pupils who were totally unfit for it were crowded into the first grade.

•It was my opinion, formed from an oral examination of all the first grade classes, that more than one half were barely fitted for an average second grade class.

The fact that one first grade class was placed on an examination with second grade questions, and that not a single pupil obtained 75 per cent., is the best evidence of the way in which promotions had been made the year previous.

With such material in the first grades, it was impossible for the best teachers in the Department to make a good showing at the end of the year. The result, however, affords a strong argument in support of the new course of study which has lopped off some of the superfluous studies.

It is to be hoped, for the best interests of both the Grammar Schools and the High Schools, that next year the standard will be set still higher.

Owing to the blind and unreasonable desire of some parents and some teachers to push forward pupils without regard to fitness, and to complaints that the examination was too severe, I herewith submit the questions, and some of the answers given :

HISTORY.—FIRST GRADE

15 Questions, 2 Credits each.

1. When, where, and by whom was California first settled by a civilized race ?

2. Mention two leading events of each of the following administrations: Lincoln's; Buchanan's; Jackson's; Washington's.

3. When and where were the first and last battles of the war of the Rebellion fought ?

4. When and where was the battle of Gettysburg fought, who were the Commanders of the respective armies, and what was the result ?

5. What was the "Alabama," and what is meant by the "Alabama Claims ? "

6. What amendments have been made to the Constitution, since the close of the late Civil War ?

7. Name the two principal battles of the war of 1812, or the second war with England, and state the result.

8. Name four important battles of the war with Mexico, and state what Territory was acquired by the United States as the result of that war.

9. Who was the most distinguished American Naval Commander, during the war of the Revolution ? of 1812 ? of the Rebellion ?

10. What part did the following distinguished men take in the American Revolution : Thomas Jefferson ; John Adams ; Robert Morris ; Alexander Hamilton ?

11. For what is each of the following places distinguished in American History : St. Augustine ; Annapolis ; Charleston ; New Orleans ; Guilford Court House ; and Monmouth ?

12. When and by whom was each of the following States settled : Virginia ; Rhode Island ; New York ; Maryland ?

13. By whom was Louisiana settled, and how did it become a part of the United States ? Florida ?

14. Name four Orators distinguished in American History ; four Statesmen ; four Generals ; two Historians ; two Poets.

15. Draw a contrast between the United States at the close of the war of the Revolution, and at the present time.

INCORRECT ANSWERS.

The first question cannot be considered a difficult one, inasmuch as the course of study required an oral outline of the History of

California referring the teacher to Tuthill's excellent History of this State. The first settlement was made at San Diego by the Spanish in 1763.

Answers given :

In 1846, by a party of Russians headed by Sam Brannan.

In 1850 by Balboa.

In 1850 by emigrants in Yuba county.

At St. Augustine.

In 1849 by Commodore Stockton.

In 1512 at St. Augustine.

By the Dutch in the 15th Century.

In 1847, by Sir Francis Drake.

In 1820, by Mexicans.

In 1817, by Commodore Stockton.

In 1867 at Coloma, by emigrants.

By Sir Francis Drake, at San Francisco.

In 1565, at St. Augustine.

In 1850, at San Jose.

In 1849, at Monterey.

In 1565, at St. Augustine.

In 1834 by Cabrillo, at San Jose.

In 1452, by Cordova.

In 1849, at San Diego.

In 1867 at Coloma, by emigrants.

More than forty answers were made, the dates from 1842 to 1850.
Answers to the 2d Question—

(a) Washington's administration. He signed the Declaration of Independence, and fought the battle of the French and Indian war.

Buchanan's, war with the Seminoles.

Jackson's, Seminole war.

Lincoln's.

- (b) Buchanan was President of the United States.
Jackson was President of the United States.
Washington's, battles of Trenton and Yorktown.
- (c) Washington commanded several battles.
Buchanan's, Seminole war.
Lincoln's, troubles with France.
- (d) Buchanan's, second war with Mexico.
Jackson's, second war with Mexico.
Washington's, second war with Mexico and the American Revolution.
- (e) Lincoln's, war with Mexico. •
Buchanan's, Great Rebellion.
Jackson's, Texas ceded from the Union.
Washington's, trouble with France.
- (f) Washington's, Bunker Hill and Arnold's Treason.
Buchanan's, Death of Washington and the removal of the Capital.
Jackson's, war of 1812.
- (g) Washington's, Duel of Hamilton and Burr.
Lincoln's, when he became President.
Buchanan's, when he became Vice President.
Jackson's, He was one of the most prominent men, and ended the Revolution.
- (h) Washington was the Father of his Country.
Lincoln's, Rebellion.
Buchanan's, war of 1812 and capture of Ticonderoga.
Jackson's, Ohio and Louisiana admitted.
- (i) Buchanan's, Death of Washington.
Lincoln's, war with the Seminoles.
Washington's, Braddock's Defeat.
- (j) Buchanan's, Seminole war.
Jackson's, trouble with France. •

(k) Lincoln's, trouble with France.

Buchanan's, trouble with France and Seminole war.

(l) Jackson was Vice President with Washington.

Buchanan's, war of the Austrian Succession.

(m) Lincoln's, troubles with France.

Buchanan's, purchase of Louisiana.

Jackson's, Washington's death.

Washington's, trouble with the cotton States and the Missouri Compromise.

(n) Lincoln's, one of the Presidents of the United States.

Buchanan ; one of the Presidents of the United States.

Jackson ; one of the Presidents of the United States.

Washington ; one of the Presidents of the United States.

Answers to the 3d Question—

(a) First, Lexington ; last, Yorktown ; (this answer given three times.)

(b) First, Yorktown, 1861 ; last, Saratoga, 1859.

(c) First, in Southern States ; last, at Vicksburg.

(d) First, Fort Sumpter ; last, New Orleans, 1815.

(e) Last battle, New Orleans ; (given four times.)

(f) First, in Georgia, 1602 ; last, 1865, in Southern States.

(g) First, Fort Donelson ; last, Fredericksburg.

(h) First, Bunker Hill, in Virginia.

(i) First, Antietam ; last, Saratoga, 1859.

(j) Last battle, Gettysburg.

(k) Last battle, Yorktown.

(l) First battle, 1775, Bunker Hill ; last battle, Olusta, Georgia.

(m) First battle, Great Meadows, 1860 ; last, Charleston, 1863.

(n) Last battle at Savannah, when Lee surrendered, 1765.

(o) Last battle at Wilmington.

(p) First, 1860 ; last at Yorktown, on the 9th of September.

- (q) First, Bull Run, 1817 ; last at Yorktown.
- (r) First, in 1845.
- (s) First in 1860, Tennessee ; last at Bull Run, 1863.

Answers to 4th Question—

- (a) In South Carolina ; British defeated.
- (b) Lee and Thomas Commanders ; Americans victorious.
- (c) McClellan and Gates, Commanders.
- (d) In Southern part of New York, 1778 ; Wayne and Howe, Commanders.
- (e) In 1783.
- (f) Lee and Sheridan, Commanders ; Lee successful.
- (g) In 1777.
- (h) 1862, Grant Commander.
- (i) Lee surrendered to Washington.
- (j) Don't know when and where fought ; victory on the part of the Americans.
- (k) Washington, Commander ; result, the opening of the Mississippi.
- (l) In 1776 ; Washington commanded the American army ; Americans defeated.
- (m) In 1785 ; Americans successful.
- (n) Pemberton and McClellan ; Americans successful.
- (o) Lee and Grant ; Americans successful.
- (p) McClellan and Johnston ; Americans successful.
- (q) In 1841.
- (r) British Commander, Lee ; Americans successful.
- (s) In 1775 ; Beauregard, Commander.
- (t) British side, Johnston ; American side, Lee. Lee surrendered.
- (u) In Tennessee ; Southerners surrendered at Vicksburg.
- (v) In 1856 ; McDowell and Lee ; Americans successful.
- (w) Lee surrendered to Washington.

- (x) In 1866 ; Virginia.
- (y) General Jackson, Commander ; Americans successful.
- (z) In 1777.
- (1) In Mississippi.
- (2) Davis and Grant, Commanders ; opened the Mississippi river.
- (3) Gates and Greenfield, Commanders.
- (4) In South Carolina ; Campbell, Union Commander ; Morgan, Confederate Commander.
- (5) At Chattanooga ; Lee and Sherman, Commanders.

Answers to the 5th Question—

- (a) A vessel in the army.
- (b) Land claims.
- (c) The Alabama was built in England for the protection of the U. S. Claims are part of the cargoes taken.
- (d) People in Alabama claims the same land, which causes trouble.
- (e) All the land claimed by the Alabamas.
- (f) Capt. Semmes claimed it ; several people wanted it.
- (g) Claims set up by the Alabamas. [4 times.]
- (h) A vessel that destroyed British ships.
- (i) Land claims that was laid on that ship because when the Alabama was sunk by the Kearsarge, it claimed it, while the Confederates wanted it.
- (j) Don't know the relation between the ram and the claims.
- (k) A war vessel sunk by the Monitor. It is a claim opposing the tariff act.
- (l) Claims that Alabama wanted.
- (m) A vessel which belonged to the U. S., but which England claimed.
- (n) A gunboat in the Revolution.
- (o) A vessel. The South claimed her and the North claimed her.

- (p) A ship fitted out by England to go against the rebels.
- (q) The Alabama was taken by British forces and is still claimed.
- (r) Alabama was a land belonging to the Confederates.
- (s) People belonging to the ship Alabama.
- (t) Claims that the people of Alabama wanted. [4 times.]
- (u) A British ship.
- (v) It means that they were successful during the war.
- (w) The claims that they made on the U. S.
- (x) Are rights which say that the Unionists have a right to the vessel.
- (y) The Alabama claims are what was captured by this vessel.
- (z) She was the first ironclad, and run the blockade of Charleston.
- (1) All the land which the Alabama captured during her engagements.
- (2) An American frigate. It was a claim set up by them that made them think they had a claim.
- (3) The Alabama claims were established by the British, to cut off the communications of the Americans.
- (4) Vessels which the Alabama captured and claimed as her own.
- (5) The Alabama was an English vessel that would stop any American vessel and take out all the men from her of English birth. The two countries had a war about it known as the war of 1812.
- (6) Claims of the widows and orphans of Alabama.

Answers to the 6th Question—

- (a) Southern States declared free.
- (b) The 17th Amendment.
- (c) The Constitution has adopted the laws of the United States.
- (e) The Declaration of Independence.
- (f) The District of Columbia has been called a territory.

- (g) The stamping of imported goods.
- (h) All the productions of the Confederate States are given to the Government.
- (i) The 12th.
- (j) Impressment of American seamen.
- (k) The 15th gives the right of women to vote.
- (l) Purchase of Alaska.

Answers to the 7th Question—

- (a) Antietam ; Americans successful.
- (b) Buena Vista and Chapultepec.
- (c) Mexico and Molino del Rey.
- (d) Alabama and Kearsarge.
- (e) Murfreesborough and Antietam.
- (f) Great Meadows and Fort Sumpter.
- (g) Shiloh and Fair Oaks.
- (h) Buena Vista, English successful ; Queenstown, English successful.
- (i) Vicksburg and Plattsburg.
- (j) Quebec and Crown Point.
- (k) Fort Pillow and Resaca de la Palma.
- (l) Fair Oaks and Wilderness.
- (m) Off Flamborough Heads, a squadron of Paul Jones.
- (n) Seminole war.
- (o) Battle of Orleans.
- (p) Battle of 1812 was fought off Newfoundland and Coney Isles ; loss of the Americans was about 4,500 ; British, 3,000.
- (q) Princeton and Trenton ; Americans victorious.
- (r) Off Flamborough Heads ; both ships successful.
- (j) Lexington ; Americans defeated.
- (k) Stillwater and Saratoga.

- (l) Crown Point and Saratoga.
- (m) Burgoyne's Surrender ; Erie's victory.

Answers to the 8th Question—

- (a) Vicksburg.
- (b) Sacramento.
- (c) Saratoga and Lower California.
- (d) San Diego.

Answers to 9th Question—

- (a) Foote, Revolution ; Farragut, 1812 ; McDonough, Rebellion ;
- (b) Washington, Revolution ; Jackson, 1812 ; Grant, Rebellion.
- (c) Washington, Revolution ; Arnold, Rebellion.
- (d) Jefferson Davis, Rebellion.
- (e) Scott, 1812 ; Grant, Rebellion.
- (f) Gen. Wolfe, Revolution ; Sherman, Rebellion.
- (g) Gates, Revolution ; Paul Jones, 1812.
- (h) Washington, Revolution ; Grant, Rebellion.
- (i) Lee, 1812 ; Grant, Rebellion.
- (j) Paulus Hook, Revolution.
- (k) Paul Jones, Revolution ; Paul Jones, 1812 ; Paul Jones, Rebellion.
- (l) Gage, Revolution ; Proctor, 1812 ; Grant, Rebellion.
- (m) Cornwallis, Revolution.
- (n) Washington, Revolution.
- (o) Gen. Howe, Revolution ; Beauregard, Rebellion ;
- (p) Washington, Revolution, (10 times.)
- (q) Burgoyne, Revolution ; Scott, 1812 ; Buchanan, Rebellion.
- (r) McClellan, Revolution ; Buchanan, 1812 ; Gates, Rebellion.
- (s) Gen. Taylor, Revolution ; Paul Jones, 1812 ; Scott, Rebellion.

t) McDowell, Revolution ; McDowell, Rebellion.

u) Lafayette, Revolution ; Semmes, Rebellion.

Answers to the 10th Question—

a) Thomas Jefferson was President at the beginning of the Revolution.

b) Alexander Hamilton was a naval commander.

c) Jefferson was a general.

d) Adams and Jefferson were financiers.

e) Alex. Hamilton was sent to check the depredations of the Algerines.

Answers to the 11th Question—

a) New Orleans—There was a great war there.

b) St. Augustine, for an event during the Revolution.

c) New Orleans, for a war fought there during the Mexican war.

d) St. Augustine, where Napoleon landed.

e) St. Augustine, the oldest settlement in existence.

f) St. Augustine. California was settled there.

Answers to the 12th Question—

a) Virginia was settled by the French. (4 times.)

b) Virginia, by the French, 1707 ; Maryland, by Spanish, 1724 ;

c) Rhode Island in 1728.

d) Virginia was settled by the Rebellion ; Maryland by foreigners ; Florida by natives.

e) Maryland, by Sir Walter Raleigh.

Answers to the 13th Question—

a) Louisiana was settled by the British. (4 times.)

b) Louisiana by the Mexicans.

c) Louisiana by French.

d) Florida by Mexicans.

Answers to the 14th Question—

- (a) Historians : Harrison and Jackson.
Poets : Maj. Andre and Ben Franklin.
- (b) Historians : Columbus and Vespucci.
Orators: Jefferson, Burgoyne, Howe.
Poets : Shakespeare and Byron.
- (c) Poets: Hood and Woodworth.
- (d) Poets: Milton and Shakespeare.
- (e) Orators: Lincoln, Jefferson, Franklin, Washington.
Statesmen: Lee and Franklin.
Historians: Warren and Wolfc.
Poets: Shakespeare and Byron.
- (f) Orators: Clinton, Burgoyne, Gage.
Statesmen: Bragg, Price.
Poets: Sherman, Grant.
- (g) Poets: Webster and Clay.
- (h) Poets: Tennyson and Willis.
- (i) Historians: Webster and Quackenbosh.

Answers to the 15th Question—

- (a) Then the U. S. was in debt; now it is free from debt.
- (b) Has not been altered much.
- (c) Houses were then built of the dobby style.
- (d) Much confusion on account of the surrender of Cornwallis;
now it is peaceful.
- (e) Then people were starving, hanged and persecuted ; now
we are free.

The following paper of number 99, entire, is given to show the singular confusion of ideas which characterized many other papers:

No. 99.

1. California was first settled in or about the year 1829 or '30 in Lower California. It was settled by a number of people who

hearing there was gold to find, hastened in search, and there came more and a greater number, until California is now what we might call a civilized, settled State.

2. The leading event of Lincoln's Administration was his assassination, which took place on 14th February, 1866.

Washington was the commanding of the army of the Potomac and his victory, also his commanding of the battle of the Thames. Washington has the victorious name of being the greatest patriot the world possesses.

3. The first battle was fought at Great Meadows in 1860. The last battle was fought at Charleston in 1863.

4. Gates and Greenfield were commanders.

5. By the Alabama claims is meant a body of men wishing to lay claims to Alabama, and to make certain laws which the Alabama people would not agree, and is called the Alabama claims.

6. Since the last civil war the Constitutions have made amendments to the following effect, viz: The abolishment of negro slavery, and the stamping of imported goods.

7. The two principal battles of 1812 are, namely: The battle of Great Meadows and Fort Sumter.

8. Saratoga; at the Territory of Lower California was acquired by it.

9. McClellan was the most distinguished American naval commander. Buchanan, Sir Thomas Gates.

10. They were officers and commanders.

11. St. Augustine is noted for being the oldest city in the United States. Annapolis for the giver of its name. Charleston, the many victorious battles fought there. New Orleans for Negro slavery.

12. Virginia was settled by the Rebellion; Rhode Island by the Quakers; New York by Puritans; Maryland by foreigners.

13. Louisiana was settled by whites. It became a part of the U. S. in 1817. Florida was settled by natives.

14. Washington, McClellan, Brown, Wingfield, Buchanan, Davis, Willson, Roberts, McClellan, Sherman, Sheridan, Quincy Adams, Wilks, Adams, Byron, Brown.

15. During the Revolution people were starving, hanged, persecuted; now we are free. No more Negro slavery, and the lands they claimed are settled.

Some of the papers on history were remarkably good. The questions were nearly all general in their character, touching only on leading events.

The conclusion to be drawn from the result of the examination in this branch, is decidedly against the common method of requiring pupils to memorize the whole book in daily lessons.

A better method would be to memorize striking and important events, letting details take care of themselves.

Our pupils pursue the study of history for two years, and in that time they ought to become familiar with the great landmarks of our history.

On this examination, 38 boys out of 178 gained 80 per cent or over, and 36 girls out of 284 gained the same.

Having less than 50 per cent., there were 32 boys and 110 girls. Obtaining less than 10 credits out of 30, there were 34 girls and 8 boys.

ARITHMETIC.—FIRST GRADE.

[No credits allowed, unless both answer and method are correct.]

Ten Questions, Two Credits Each.

1. Divide 24 by two-thirds and write the reasons of the operation.
2. Multiply five-ninths by four-sevenths and write a full analytical explanation of the operation.

3. In multiplying .02 by .02 explain the reason why you point off four decimal places in the product.
4. Divide \$125. by 2.5.
5. Multiply the decimal twenty-five ten-thousandths by 2.5 and divide the product by five-thousandths.
6. Divide .25 by one-third.
7. Divide 71 miles, 237 rods, 3 yards, 1 foot, 6 inches by 9.
8. Is the following proportion correct or incorrect? Why or why not? $10:5 :: 6:12$.
9. Interest of \$1275 from Jan. 9th, 1871, to May 7th, 1871, at 12 per cent a year.
10. Compound interest of \$150 from Jan. 10th, 1871, to May 25th, 1871, at 2 per cent. a month.

Six at Five Credits Each.

11. A boy bought apples at the rate of 5 for 4 cents, and sold them at the rate of 4 for 5 cents; what per cent. did he gain?
12. The floor of a square room measures 625 square feet; how far is it from one corner on the floor to the corner on the floor diagonally opposite, provided the floor is carpeted with carpeting one yard wide.
13. Bank discount of \$500 for 2 months and 7 days at 8 per cent. a year.
14. A commission merchant received \$157.75 for selling flour, his commission being $2\frac{1}{2}$ per cent., how much did the flour sell for?
15. A mechanic contracted to work a year for \$50 a month, his wages payable at the end of each month. Nothing was paid him till the close of the year, when he received the whole amount with 12 per cent. interest a year. How much did he receive?
16. On the 10th of July, 1868, John Brown, of San Francisco, hired of Henry Smith of the same place, \$2000 in gold coin, agreeing to pay him interest at the rate of one and one half per cent. a month. On the 7th of August, 1870, John Brown paid to the holder of the note \$700. What was due on the note at the time of settlement, May 15th, 1871? Put this transaction into business form and give the answer.

[Partial credits allowed if the answer to this last does not vary more than one dollar from the correct result.]

On the preceding paper in arithmetic, 2 boys out of 178 obtained 80 per cent., and 7 girls out of 284 obtained the same per cent. Forty-one boys obtained at least 50 per cent., and 80 girls the same. The first three questions involved a simple explanation of elementary operations in fractions, but more than half failed entirely to give any kind of a reason. The 12th question involved a very simple application of square root in finding the hypotenuse of a right angle triangle, having given the base and perpendicular which were the sides of a square room. The number of boys who solved this was only 29 out of 178; of girls, only 14 out of 256. Not a satisfactory result by any means. The common solution was by extracting the square root of 625, giving 25 feet as the answer.

The 15th question was solved by only 3 boys, and by not a single girl.

The 16th question, a plain question in simple interest, was performed by only 11 boys and 23 girls.

Thirty boys out of 178 failed to get 25 per cent. of credits, and 40 girls out of 256 made the same failure. It was evident from a glance at the papers, that these pupils properly belonged to a Second Grade class, or even a Third.

The examination in mental arithmetic was conducted orally by the Principals of the High Schools.

In the examination of the boys, conducted by Prof. Bradley, 109 boys were marked zero, having made an entire failure, and 12 more received only 1 credit each.

Prof. Holmes, of the Girls' High School, marked 86 girls zero or entire failures. The criticism on the teaching of arithmetic in the First Grades may be condensed into this remark: *too much text-book, and too little teaching and drill under the eye of the teacher.*

It is not expecting too much of the graduates of our grammar schools to require that they shall be able to explain the elementary operations in fractions; to work practical questions in simple interest; to reckon bank discount, and to understand square root.

S P E L L I N G.—F I R S T G R A D E,

One Credit Each.

- | | |
|-------------------|------------------|
| 1. Retreiveable. | 6. Fullfillment. |
| 2. Receivable. | 7. Resussitate. |
| 3. Terrific. | 8. Tipograficle. |
| 4. Carnivurous. | 9. Maintainence. |
| 5. Inexpressable. | 10. Intamitly. |

Five Credits. Half credit off for each word mis-spelled, each capital omitted or misplaced, and each error in punctuation.

There are also subterranean passages often more than a foot in diameter and perfectly cylindrical which extend downward three or four feet and then branch out horizontally on every side sometimes to the distance of several hundred feet before such structures the pyramids of Egypt and the aqueducts of Rome would lose all their celebrity and dwindle into insignificance.—Willson's Int. Fourth Reader, paragraphs 10 and 18.

Five Credits. One Credit off for each word wrongly spelled.

The opposition to the revenue measures induced the British Parliament to revoke all duties laid in 1767, except that of three pence per pound on tea; but as the people were contending against the principle of "taxation without representation," and not against the amount of taxes imposed, the concession was not satisfactory.—Anderson's History United States, page 57.

Five Credits. One off for each mis-spelled word and each misplaced capital.

The Andean mountain region, with the plains lying at its eastern foot, is divided into six countries: the United States of Columbia and Ecuador, lying north of the Amazon; Peru and Bolivia; Chile and the Argentinean Republic, lying south of the Amazon.

Five Credits. Half credit off for each mis-spelled word and each misplaced capital.

“ Orthograpy treats of letters, sylables, seperate words and spelling.”

“ the first word of every distinct Sentense should begin with a Capital.”

“ the orthographey of our language is atendid with much unsertinty and perplecksity.”—From Brown’s Grammar.

Words of one sylable, and words accented on the last sylable ending with a single consonent, preseded by a single vowell double the final consonent on reseiving an aditional termina-shun beginning with a vowell : as rob, robing ; aquit, aquiting.”

—Willson’s Speller.

This paper on spelling was not an easy one, but the result was exceedingly satisfactory ; the girls, however, doing far better than the boys. Two girls were marked perfect. and twelve marked 97 per cent. In the A division of the Denman School, 34 out of 41 were marked 80 per cent. or more. Out of the whole number of girls, 168 obtained 80 per cent. or more, and only three less than 50 per cent. Only thirty boys obtained 80 per cent. or over ; four, 97 per cent ; forty-six, less than 50 per cent. ; ten less than 16 per cent., and one 4 per cent.

The best spelling was done in schools where the most attention had been given to writing compositions.

WORD-ANALYSIS—FIRST GRADE.

Fifteen words, two credits each.

[Name and define each prefix, root, and suffix, and give a full definition of the whole word.]

- | | |
|-----------------|-------------------|
| 1. Incorporate. | 2. Colloquial. |
| 3. Supervision. | 4. Detract. |
| 5. Retrograde. | 6. Attentive. |
| 7. Subscribe. | 8. Exhibit. |
| 9. Accident. | 10. Anticipate. |
| 11. Homicide. | 12. Construct. |
| 13. Dejection. | 14. Supercilious. |
| 15. Metropolis. | |

The ten words given in Word-Analysis were easy, and the results were satisfactory, though not so good as in spelling. Of the boys, thirteen obtained 80 per cent. or over. Of the girls, 119 the same per cent. Three girls were perfect. Sixteen girls and fifty-four boys had less than 50 per cent., and five boys had only 4 credits each out of 30.

GRAMMAR.—FIRST GRADE.

1. (Two Credits.)—Write a sentence in which *laid* and *lain* are correctly used in the future perfect, or second future tense.
2. (Two Credits.)—What is meant by the person and number of verbs? Illustrate by an example.
3. (Two Credits.)—Plural of *staff*; *cupful*; *beau*; *genus*; *crisis*; *vertebra*; *Miss Brown*; *Mr. Smith*.
4. (Two Credits.)—Principal parts of *let*; *bid*; *see*; *hide*; *sink*; *slay*; *bless*; *burn*; *burst*; *dig*; *hang*; *work*.
5. (Two Credits.)—Conjugate the verb *be* in the past tense, subjunctive mood, and in the future perfect tense, indicative mood.
6. (Two Credits.)—Correct the following sentences: His family are large yet he supports them. Every house was burned, and every man, woman and child were killed.
- 7a. (Two Credits.)—Correct and punctuate the following stanza:
“ Spake full well in language quaint and olden
One who dwelleth by the castled rhine
When he called the flowers so blue and golden
Stars that in earths firmament do shine.”
Willson's Int. Third Reader, p. 238.
- b. (Two Credits.)—Express the same thoughts in prose.
- c. (Two Credits.)—What kind of a sentence is the whole stanza?

d. Conjugate *duxelleth* and parse *one*.

8. (Eight Credits. Half credit off for each uncorrected grammatical error, and each word wrongly spelled.)—
Re-write and correct the following paragraph from the Declaration of Independence :

“ When in the course of human evvents it becomes necessary for one people to dissolves the political bands whitch has connected them with another and to assume among the powers of the Earth the sepperate and equall station to which the laws of Nature and natures god entitel them a desent respect to the oppinions of mankind requires that they should declair the causes which impels them to the sepperasion.”

9. (Two Credits.)—What kind of a sentence is the preceding, and why ?
10. (Two Credits.)—Simple subject and simple predicate.
11. (Two Credits.)—“ That they should declare,” &c., is what kind of a clause, and what does it modify ?
12. (Two Credits.)—“ When in the course,” &c., what is it, and what does it modify ?
13. (Two Credits.)—“ To which * * * entitles them,” is what, and what does it modify ?
14. (Two credits.)—Name all the nouns and verbs in the whole paragraph.

1. * * * * “ When thoughts
2. Of the last bitter hour come like a blight
3. Over thy spirit, and sad images
4. Of the stern agony, and shroud, and pall,
5. And breathless darkness, and the narrow house,
6. Make thee to shudder and grow sick at heart—
7. Go forth under the open sky and list
8. To Nature’s teachings, while from all around
9. Earth and her waters, and the depths of air,
10. Comes a still voice: Yet, a few days, and thee
11. The all-beholding sun shall see no more
12. In all his course.”—*Thanatopsis*.—Bryant.

15. (Two Credits.)—What kind of a sentence is the preceding stanza.
- b. (Two Credits.)—Name the subject and predicate of the most important proposition.
- c. (Two Credits.)—Name the adjective phrases and tell what they modify.
- d. (Two Credits.)—Parse *go* and *list* in the seventh line.
(NOTE.—Use abbreviated models in parsing in all the following examples:
- e. (Two Credits.)—Parse *make* and *grow*.
- f. (Two Credits.)—Parse *earth* and *comes*.
- g. (Two Credits.)—Parse *yct* and *thee*.
- h. (Two Credits.)—The first six lines, form what kind of an element or modifier? What does it modify?
- i. (Two Credits.)—What is “When thoughts of the last bitter hour?” &c.
- j. (Two Credits.)—What is “Yet, a few days, and thee the all-beholding sun?” &c.

The paper on grammar was intended to be a thorough one. Pupils in the first grades ought to know something more than a text-book definition of a noun and a verb. On this paper, 36 girls obtained 80 per cent. or more, and one boy the same; 146 girls obtained 60 per cent. or over, and 33 boys the same. 12 boys obtained only 25 per cent.

Thinking it possible that the teacher who examined the papers of the boys might have marked the papers more strictly than the papers of the girls were marked, an allowance was made of 10 credits—one sixth of the standard, 60—to the paper of each boy, which was equivalent to $3\frac{1}{3}$ per cent of the standard for the whole examination.

On the whole, the results in grammar were not satisfactory. While examining in reading, I took occasion to make a slight oral examination in grammar, and from the very general lack of perception evinced, I was prepared to expect a worse failure in the written work than was really made.

The conclusion drawn from the result is, *too much text-book and too little teaching.*

The subjects for compositions were easy, and the papers were examined in a very liberal spirit—160 girls obtaining 80 per cent. or over, and 52 boys the same. Many compositions were marked perfect. The boys were brought down by bad spelling.

SUBJECTS FOR COMPOSITION. — FIRST GRADES.

[Each pupil will select some subject from the following list, and will write at least from one and a half to two pages upon the subject. Particular attention will be given to spelling, punctuation, capitals and grammatical correctness.

A sketch in Natural History, from some topic in Willson's Readers, as "A Peep at the Birds," "Habits of Dogs," "Uses of Insects," "Butterflies," "Monkeys."

A Letter.

A Day at Woodward's Gardens.

My trip to the Country.

An Imaginary Geographical Trip.

War.

Rivers.

Woman's Rights.

My Favorite Books.

California.

A Trip to the Moon.

Politeness.

Temperance.

Amusements.

GEOGRAPHY.

Our pupils study geography for a period of six years, committing to memory in daily lessons three text books, numbering together 335 quarto pages, inclusive of maps. This of itself is a sufficient explanation of the fact made evident on examination, that the pupils knew very little about the subject ; too much text-book and too little judicious teaching. The questions were

all general in their character, and exceedingly elementary. In this examination, fifty-eight boys and seventy girls obtained 50 per cent. or more ; forty-four girls and seventeen boys obtained less than 50 per cent., and a large number seemed to know nothing about the subject.

Submit the questions, with some answers, for illustrations :

GEOGRAPHY — FIRST GRADE.

Fifteen Questions—two Credits each.

Name and locate the largest six cities in California, and state in round numbers the population of San Francisco and Sacramento.

Population of California, and the four leading exports.

What are the great natural divisions of the United States ?

State the peculiar characteristics of the climate of the different sections of the United States.

Mention the two leading States in each of the following particulars : 1. Size. 2. Population. 3. Manufactures. 4. Coal. 5. Gold. 6. Wheat.

Name and locate the largest six cities of the United States, and state in round numbers the population of each of the largest three.

What are the most striking physical features of South America ?

Name the four principal cities of the island of Great Britain, and state for what each is distinguished.

Physical characteristics and peculiar animals of Africa.

Name and locate the four principal cities of France, and name the four principal rivers.

Name the principal plateau and the largest plain of Asia ? Of North America ?

12. Climate, vegetation and peculiar animals of Australia ?
13. How does China compare, in size and population, with the United States ?
14. Name and locate ten of the principal commercial cities of the world—no two in any one country.
15. Name two countries distinguished for each of the following particulars : 1. Coffee. 2. Silk. 3. Opium. 4. Cotton. 5. Indigo. 6. Caoutchouc.

Inasmuch as the census had just been completed, and the newspapers had been full of the figures for six months, it was thought the first question was not an unreasonable one.

Specimen answers to the 1st Question—

Population of San Francisco, 700,000, 12,000, 300,000, 110,000, 2,000, 500,000 (4 times), 30,000, 15,000, 2,600,000.

Sacramento, 500,000, 800, 200,000, 110,000, 1500, 195,000, 90,000, 1,300,000, 2,000, 125,000.

Oakland, 100,000 ; Stockton, 110,000.

Largest cities, San Quentin, Salt Lake City and Oregon, Vera Cruz, Humboldt and Contra Costa; San Quentin and Redwood City, Bodega, San Warcine in San Warcine Valley, Sanoja in San Taclara Valley.

Specimen answers to the 2d Question—

Population, 600 million, 150 m., 5 m. [4 times,] $2\frac{1}{2}$ m., 3 m., 8 m., $1\frac{1}{2}$ m., $4\frac{1}{2}$ m., 3 m., 45 m., 150 m., 50 m., 3 m., 2 m., $8\frac{1}{2}$ m., 4 m., 18 m., 900,000, 25,000, 150,000, 260,000, 250,000 [10 times] 50,000, 150,000 [5 times,] 100,000 [6 times,] 140,000, 46,000, 900,000, 75,000, 200,000 [4 times,] 50,000, 40,000, etc.

3d Question—

Even in the Primary Geography these divisions are outlined as the Atlantic Slope, the Pacific Slope and Valley of the Mississippi.

Answers—

- (a) District of Columbia.
- (b) Bays, lakes, rivers [10 times given.]
- (c) British Columbia, Central America and Mexico.
- (d) North and South America, Europe, Asia and Africa. [given 5 times]
- (e) Great lakes, St Lawrence, Mississippi and Missouri rivers.
- (f) 37 States and 11 Territories, [8 times.]
- (g) Rivers, mountains, hills, [4 times.]
- (h) R. A., Alaska, United States, Mexico, Central America, Yucatan.
- (i) Peninsula of Florida, and Yucatan.
- (j) Counties, valleys, and cities.
- (k) Niagara and Yosemite Falls.
- (l) Canada and Mississippi.
- (m) Florida, Maryland, Long Island and Rhode Island.
- (n) Eastern, Middle, Southern, Western and Pacific, [45 times.,
- (o) Long line of railroads.

th Question—

- (a) Temperate all over.
- (b) In some parts hot, in other parts cold all at the same time.
- (c) Climate is excessive.

th Question—

Population of New York City, 100,000, 190,000, 3,000,000, [5 times.] 100,000, 130,000.

Philadelphia, 90,000, 2,000,000, 1,800,000.

Boston, 12,000; 1,200,000.

Cities—San Francisco, New York, Chicago, Olympia. San Francisco is in Marin County; and New York is in Illinois; Chicago is in New York.

7th Question—

- (a) Climate, animals, people.
- (b) Very hot.
- (c) Size and color of the natives.
- (d) Hunting, mining and wild cattle.
- (e) Earthquakes, diamonds, animals, coffee.
- (f) Form and shape.
- (g) Resembles a leg of mutton.
- (h) Warm climate and panthers.
- (i) It is very rocky, and among the mountains are many wild animals.

8th Question—

- (a) London and Dublin; (b) Limerick and Cork ; (c) Dublin, Cork and Tipperairie; (d) Hamburg for tea ; (e) Boston, Edinburgh, Dublin and Wales ; (f) Dublin, Cork and Belfast; (g) Dublin and Cork; Ottawa.

9th Question—

Very hot—warm climate.

Large animals; Pyramids of Egypt.

Negroes, [entire answer,] wolves and bears.

10th Question—

Alsace and Lorraine. Thames, Rhine and Rhone.

Paris and Brussels. Elbe and Weser.

Thalsburg, Strasburg and Thiers.

11th Question.

- (a) The principal plateau of Asia is the Himalaya Mountains; plain is Arabia.
- (b) Plateau of North America is the Rocky Mountains.
- (c) Plateau of North America is Sitka; plain is Mexico.

- (d) Thibet is the largest plain of Asia ; Mexico of North America.
- (e) Mt. Elias is the principal plateau of North America.
- (f) Plateau of Asia is Siberia.

12th Question.

- (a) Raccoon and others ; climate moist; vegetations, cotton.
- (b) Animals are Australian austrich.
- (c) Animals are monkey, panther, bear.
- (d) Horses, sheep, wolves.
- (e) Climate is sallubirous.
- (f) Climate cold; no vegetation.
- (g) Squirrels and skunks.
- (h) Climate is middling; animals: alligators and tigers.

13th Question—

- (a) China has $\frac{1}{4}$ of as many inhabitants as the United States.
- (b) About the same.
- (c) Both smaller.
- (d) China is one-tenth as large as the United States; population, twice as great.
- (e) One city contains as many inhabitants as all the United States.
- (f) China has one-half as much population.
- (g) China is twice as large.
- (h) China is ten times as large.
- (i) Both smaller.
- (j) Fifty times larger.
- (k) Three times as large.

14th Question—

- (a) London, Paris, St. Louis, San Francisco, Philadelphia, New York, New Orleans, Mobile, Boston,. Baltimore, Cincinnati.

- (b) Detroit, Edinburg, San Francisco, Boston, New Orleans, Savannah, Nashville, Des Moines, Pittsburg, New York.
- (c) Victoria in Australia, Astrakan in Russia, Breslau in Germany, Madrid in Spain, Constantinople in Turkey.

15th Question.—

Coffee in China; cotton in South America.

Indigo in London; India rubber in Vermont.

Caoutchouc in Arabia, Chili, Japan.

Coffee in China and France.

Silk in Paris and Frankfort.

Opium in Yeddo and Pekin.

READING AND WRITING.

The specimens of penmanship were satisfactory, and those from the Lincoln and Denman Schools, particularly good. The writing was credited very liberally, only eight boys and thirty girls being marked lower than 75 per cent.

On account of the number of studies pursued in the first grades, very little attention during the year was given to reading. The reading, with some few exceptions, was entirely *beneath* criticism. Not only were the pupils lacking in vocal culture and elocutionary art, but many of them mispronounced common words in simple prose. The reading of many of the first grade pupils was not equal to what might reasonably be expected of a fifth grade primary class. Further comment is unnecessary.

From the fact that, in many of the first grades, very little attention had been given to reading, credits were given on a very liberal scale. Of the boys, sixty-two were marked 75 per cent. or over. Of the girls, 176, 75 per cent. or over.

NATURAL PHILOSOPHY—FIRST GRADE.

Fifteen Questions—two Credits each.

1. What is the law of the attraction of gravitation ?
 2. What is meant by “specific gravity ?”
 3. What are the laws which govern the refraction of light ?
 4. What is the barometer, and who invented it ?
 5. Name the mechanical powers.
 6. How are waves caused ?
 7. What is the velocity of sound ?
 8. What are the principal effects of heat ?
 9. On what does the color of bodies depend ?
 0. What planets are exterior to the orbit of the earth ?
 1. What is the ecliptic ?
 2. How is the change of seasons caused ?
 3. What is the Galaxy ?
 4. What cause the tides ?
 5. What causes an eclipse of the sun ?
-

PHYSIOLOGY—FIRST GRADE.

Seven Questions—five Credits each.

- (a) Of what are the bones composed ?
- (b) What envelopes them ?
- (c) What hold them together ?
- (d) How many bones in the spine ?
- (e) How many ribs in the human body ?
- (a) Of what are the muscles composed ?
- (b) By what attached ?
- (c) To what attached ?
- (d) By what inclosed ?
- (e) Uses ?

3. (a) Name the layers of the skin.
(b) Functions of the skin ?
(c) What glands in the skin ?
(d) Divisions of the brain ?
(e) What membrane surrounds it ?
4. (a) Names of the cavities of the heart ?
(b) Names of the valves of the heart ?
(c) What are arteries ?
(d) What connect the veins and arteries ?
(e) How does the chyle enter the blood ?
5. (a) Function of the lymphatics.
(b) Functions of the lacteals.
(c) What are the chief agents of secretion in the body ?
(d) Of what two parts is blood composed ?
(e) What are the organs of respiration ?
6. (a) What is the function of the respiratory organs ?
(b) Name the vocal organs.
(c) Of what is the nervous system composed ?
(d) Into what two parts is the brain divided ?
(e) What are the special functions of the larger ?
7. (a) Name the parts of the eye.
(b) Office of the iris.
(c) Of what three parts is the ear composed ?
(d and e) Describe the auditory nerve.

On this paper, thirty-two girls and thirty boys gained 75 per cent or over, and thirty-two girls and twenty-two boys less than 50 per cent

Physiology was not counted in the graduation standard.

In natural philosophy the examination of the boys was exceedingly poor, not one gaining 75 per cent., and many of them obtaining only from 10 to 20 per cent. Their knowledge of the subject was next to nothing. Of the girls, thirteen gained 75 per cent., and 20 had less than 50 per cent.

FRENCH AND GERMAN.

An examination of the pupils from the Cosmopolitan Schools was held in French and German. As these studies were not included in the schedule for graduation, the work was carelessly done, and the results were very poor.

In French, no boys and two girls obtained 75 per cent.

In German, one boy and two girls gained 75 per cent. 30 boys in French, and 17 in German obtained less than 50 per cent. ; 31 girls in French, and 17 in German gained less than 50 per cent.

FRENCH.

1. Form the plural of le lieu, le genou, le ciel, le bal, le nez, le beau-frere, le passe-partout, le général, heureux, le détail.
2. Form the teminiue of doux, vif, complet, vieux, sujet, grec, appliqué, jaloux, faux, le premier.
3. How are the ordinal numbers formed ? Write out the first ten.
4. How are the adverbs formed ? Give the adverbs of franc, prudent, poli, bon and commun.
5. Give a synopsis of the verbs manger, remplir and attendre.
6. Which are the possessive pronouns ?
7. Give a synopsis of the verb se tromper in the simple and compound tenses.
8. Translate : We must work. This letter will be sent to the post-office. Which one of your horses have you sold ? These apples are better than those. He will be ashamed.
9. Translate : Puisqu'ils sont pauvres el destinés au service militaire, n'est-ce pas la seule éducation qu'il faudrait leur donner ? Assujettis á une vie sobre, á soigner leur tenue, ils en devieudraient plus robustes, sauraient braver les intempéries des saisons, supporter avec courage les fatigues de la guerre el inspirer un respect et un dévouement aveugles, aux soldats qui seraient sous leurs ordres.
10. Parse faudrait, assujettis, devieudraient, sauraient, and why aveugles is in the plural number.

The following certificate will show the relative number of credits given to each study:

CERTIFICATE OF EXAMINATION FOR GRADUATION FROM THE GRAMMAR SCHOOL.

This certifies, that, has passed the examination for Graduation from a Grammar School and has attained the following percentage :

Perfect Standard.	Arith.	M.Ar.	Grm'r	Geo'y	Hls'y.	Rea'g.	Wrt'g	Spel'g	W'd Anal.	Cop'n	Total.	Perct req'd.
	30	10	60	30	30	15	15	30	30	30	300	75
Credits Obtained.												

Seventy-five per cent. is required for Graduation from a Grammar School and for Promotion to the High School.

SAN FRANCISCO, June 2d. 1871., Supt. Common Schools.

EXAMINATION OF OTHER GRADES.

During the month of May the principals were instructed to examine the second, third and fourth grades in reading, writing, composition and mental arithmetic. An examination in the other studies was held by means of a uniform set of printed questions prepared by the Deputy Superintendent.

The papers were examined and credited by the teachers of the several schools, no teacher being allowed to examine the papers of his own, or her own pupils. These papers were all returned to the office of the Superintendent, and during the vacation each package was opened, and three or four papers were examined by myself to test the accuracy of the marking. It was a wearisome task, but I gathered some valuable facts from the work.

It gives me pleasure to say that the work of the teachers was generally very honestly, faithfully and correctly performed. Occasionally a set of papers turned up where an undue anxiety to promote was evident from the crowding on of credits.

The following schedule shows the number of credits allowed to each study. The standard for promotion was made 75 per cent., but was afterwards reduced by allowing all over 70 per cent. to be promoted on trial :

Grade	Arith.	Men'l Arith.	Gr.	Geog.	Hist.	Read	Writ.	Spell	Word Anal.	Comp	Draw.	Oral Inst.	Total
1st..	50	10	50	30	30	15	15	30	30	30	—	—	300
2d..	50	10	50	30	30	30	20	20	20	20	10	—	300
3d..	50	10	50	50	—	30	20	30	20	20	10	—	300
4th.	50	10	—	40	—	20	20	30	—	20	10	—	200
5th.	50	10	—	40	—	30	20	30	—	10	—	10	200
6th.	30	—	—	—	—	20	20	20	—	—	—	10	100
7th.	30	—	—	—	—	20	20	20	—	—	—	10	100
8th.	30	—	—	—	—	20	20	20	—	—	—	10	100
9th.	20	—	—	—	—	20	10	10	—	—	—	10	70
10th	10	—	—	—	—	20	10	10	—	—	—	10	60

SECOND GRADE.

The examination questions for this grade, in arithmetic and grammar, were intended to be thorough enough to establish a higher standard of promotion to the first grade, and to prevent the promotion of poorly prepared pupils. It is safe to assert that at least one half of the pupils in this grade last year properly belonged to the third grade.

In the Denman School, then under my charge, at the examination in May, 1870, 140 pupils gained the percentage for promotion to the first grade, one half of whom were unfit for it. In the lower grades more than one third of the pupils promoted were wholly unfit to be promoted. The classification of the school was utterly ruined, but as Principal I had no power to prevent it, and had to suffer it. The result was, hard work for the teachers, hard work for pupils, and poor results as a matter of course. The unfit pupils all failed this year, and are now placed where they belong. It is not the fault of the teachers, but of a system of examinations that aimed to crowd pupils forward without reference to thoroughness. The same was true of other schools.

In arithmetic, the 1st and 2d questions, requiring a *reason* for the operations, were answered by less than one tenth of the pupils, showing that they had been taught to work by *rule*, without understanding the *reasons*. The 11th question was answered by very few. The failures on the 13th and 14th questions were so numerous that the

inference was that the classes had a poor working knowledge of simple interest. Conclusion : *too much book work, and too little drill under the eye of the teacher.*

For several years pupils had been pushed forward on easy examinations and low percentages on trial, until the evil could no longer be endured. It was not a pleasant duty to put on the brakes, but it had to be done. Many teachers, and more parents complained about it, but the result will be good. The insane desire of teachers to promote every pupil in the class, fit and unfit together, doubtless has arisen from the attempt, for several years, to measure the ability of teachers by the number of pupils they promoted. It is to be hoped that this will no longer be made the test.

The promotion of whole classes on an average of 99 per cent. is a fallacy and a fraud.

The percentage for promotion was originally set at 75, but was afterward reduced by the Board to 70. The whole number examined was 695, of whom 206 were promoted on 75 per cent., and 85 subsequently on 70 per cent.

The questions were as follows :

ARITHMETIC.—SECOND GRADE.

[No credits whatever allowed, unless both answer and method are correct.]

Ten Questions—Two Credits Each.

1. Multiply five-sevenths by two-thirds, and write out an analytical solution.
2. Divide 6 by $\frac{2}{3}$, and explain the reason of the operation.
3. Multiply the decimal twelve thousandths by twelve hundredths, and divide the product by .0006.
4. Divide \$1.44 by 1.2.
5. Multiply $2\frac{1}{4}$ by $4\frac{1}{2}$ and divide the product by 1.25.
6. Greatest common divisor of 96, 120, 168.
7. Add five-twelfths, four-ninths, seven-fifteenths, three-eighths.

8. What is one-half of 1 year, 5 months, 3 weeks, 5 days, 3 minutes and 5 seconds.
9. In five-sevenths of a mile, how many rods, feet and inches.
10. What will 45,675 lbs. of wheat cost, at \$1.75 per hundred

Five Questions—Four Credits Each.

11. What per cent. of 4 is 5?
12. Write a Promissory Note.
13. Interest of \$425.75 from Jan. 15th, 1870, to May 14th, 1871, at 10 per cent. a year.
14. Interest of \$150 from December 15th, 1870, to May 15th 1871, at $1\frac{1}{4}$ per cent. a month.
15. What is the exact number of geographical miles in the circumference of the earth?

Two Questions—Five Credits Each.


16. How many pickets, each 3 inches wide, placed 3 inches apart, will it take to fence round a lot 4 x 10 rods?
17. A cubic foot of water weighs 62 lbs., 8 oz. What is the pressure on one square rod at the bottom of the sea, where the water is 1000 fathoms deep?

G R A M M A R .

The results in this examination showed a very limited knowledge of the construction and analysis of sentences.

In the 14th question, scores of papers parsed squirrels as an adjective, eyes as a noun, and askance as a verb.

In the 15th, music was generally placed as the subject of drowns, and very few seemed to understand the meaning of the couplet. Hundreds of pupils obtained less than 20 per cent. of credits, and scores less than 10 credits.



GRAMMAR.—SECOND GRADE.

Ten Questions.—Two Credits Each.

1. Write a complex interrogative sentence, and a compound declarative sentence.

2. Mention two ways of forming the plurals of nouns, and give examples.

3. Principal parts of the following verbs: break, do, work, drink, bend, fly.

4. What is meant by the rule: "A finite verb must agree with its subject in number and person."

5. Synopsis of the verb *go*, in the Indicative Mood, Third Person, Singular Number, Interrogative Form.

6. Conjugate the verb *go* in the Indicative Mood, Present Tense, Ancient Form.

7. Write a sentence containing a relative pronoun, in the objective case, and tell what kind of a sentence it is.

8. Write a sentence containing the verb *sit* used in the Future Perfect, or Second Future Tense; one containing the verb *lie* in the Past Perfect Tense.

9. Correct the following sentences, and give the reasons for correcting—(No credits allowed unless the reasons are given): "My brother is older than me." "The people will not relinquish its rights."

10. Correct the following sentences, and give the reasons for correcting—(No credits allowed unless the reasons for correcting are given): "There was no boys at the party." "They thought it was me."

11. (6 Credits.) Correct the spelling, punctuation, capitals and grammatical errors, in the following paragraph:

"But thou thyself moveth alone who can be a companyun of your course the oaks of the mountains falls the mountains themselves decay with years the ocean shrink and grow again the Moon himself is lossed in Heaven but thou art forever the same rejoising in the britteness of thy coarse."—Willson's Int. Fourth Reader, Lesson 82.

12. (2 Credits.) Write a list of the predicate verbs in the preceding paragraph, and place before each verb its appropriate subject.

13. (2 Credits.) How many principal clauses, or independent propositions, in the whole paragraph.

14. Correct and punctuate the following stanza:

(a. 2 Credits.)

“ the cricket chirps all day
“ oh, fairest summer stay”
the squirrel eyes askance the chestnuts browning
the wild-Fowl fly afar
above the foaming bar.
and hasten southward ere the skies is frowning.”

(b. 2 Credits.) What kind of a sentence is this stanza, and why?

(c. 2 credits.) What is the object of chirps?

(d. 2 Credits.) Parse eyes.

(e. 2 Credits.) Parse askance.

15.

“ The years are heavy with weary sounds,
And their discord life's sweet music drowns.”

(a. 2 Credits.) What kind of a sentence is the preceding, and why?

(b. 2 Credits.) Parse drowns.

(c. 2 Credits.) Parse music.

(d. 2 Credits.) Transpose the couplet into the order of a prose sentence.

(e. 2 Credits.) Express the thoughts contained in these two lines in plain words, without figurative meaning.

16. Mr. and Mrs. Nutcracker were as respectable a pair of squirrels as ever wore gray brushes over their backs. “ Depend upon it, my dear,” said Mrs. Nutcracker, “ that fellow must be a genius.”

One Credit Each.

- (a) What kind of a sentence is the first?
 - (b) What is the subject of wore?
 - (c) In what case is pair?
 - (d) What kind of a sentence is the second?
 - (e) What is the subject of depend?
 - (f) In what mood is must be?
 - (g) Subject and predicate of the principal proposition in the second sentence.
 - (h) What is the object of said?
 - (i) Parse that.
 - (j) Parse genius.
-

HISTORY.

The questions were general in their character, touching only on prominent points of history. Some pupils failed to obtain a single credit, and large numbers gained only from 5 to 10 per cent.

The papers like those of the first grades, gave evidence of the singular confusion of ideas which inevitably results from the indiscriminate memorizing, in daily lessons, of the whole text book.

The manner in which historical events are mixed up with fragments of memorized sentences, all wrong, is both amusing and instructive. A kaleidoscope cannot present the colored bits of glass in more fantastic and varied forms, than these answers present anachronisms of history.

HISTORY—SECOND GRADE.**Fifteen Questions—Two Credits Each.**

1. For what events in the history of the Revolution is Philadelphia distinguished? New York?

2. For what events in the history of the Revolution is Boston distinguished? Savannah?
3. When, where, and to whom did Lord Cornwallis surrender?
4. Name four Battles in the Revolution in which the Americans were victorious; four in which they were defeated.
5. Where is Valley Forge, and for what event in the Revolution is it noted? Ticonderoga, and for what noted?
6. What was the Continental Congress, where did it meet, and who were its leading members?
7. Who were the most prominent men that took part in the Revolution, from the State of Virginia? Massachusetts? New York? Pennsylvania?
8. In what wars was Quebec captured, and by whom?
9. In what wars was Louisburg captured, and by whom?
10. In what war was Washington first engaged, and what was the most important expedition of that war?
11. What places in the present boundaries of the United States were originally settled by the Spanish? the French? the Dutch?
12. What were the two most important early Colonial Settlements, and when and how were they made?
13. Name four Colonial Wars, and one event in each.
14. Name an English, a Dutch, a Spanish an Italian discoverer.
15. Name four distinguished men connected with Colonial Settlements; four distinguished Generals of the American Revolution; two Statesmen; one Financier; one Foreign Minister; and one Traitor of the Revolution.

GEOGRAPHY—SECOND GRADE.

Fifteen Questions—Two Credits Each.

1. Mountain ranges, three principal cities and population of California

2. (a) Name four principal mountain ranges ; (b) four principal rivers; (c) four principal cities; (d) four principal bays, of the United States.

3. What are the characteristics of that part of the United States lying between the Rocky Mountains and the Sierra Nevada ?

4. Why is the Great Salt Lake in Utah filled with salt water instead of fresh ?

5. Name two States that excel in each of the following products: (a) Cotton. (b) Tobacco. (c) Coal. (d) Indian Corn.

6. What natural division of the United States is the most fertile ?

7. Name the four principal sea-ports of the United States.

8. What are the vegetable products and exports of South America ?

9. Why has Africa fewer rivers than South America ?

10. (a) Name two mountain ranges, (b) four principal rivers, and (c) four principal cities of Asia. (d) Four principal seas.

11. What articles are exported from India ?

12. (a) What countries produce Tea ? (b) Coffee ? (c) Cotton ? (d) Sugar ?

13. (a) Where is Melbourne ? (b) Honolulu ? (c) Yokohama ? (d) Calcutta ?

14. (a) Name the four principal cities, (b) four principal rivers, (c) four principal straits, (d) four principal seas of Europe.

15. (a) Where is the Yukon River ? (b) Humboldt River ? (c) San Diego ? (d) Sitka ?

The results in the study were about the same as in the examination of the First Grades.

S P E L L I N G .

On the words selected from the speller, the pupils did fairly; but, on the easier words in common use given in the paragraph from the reader, the number of failures was very large. The spelling was best in classes that had given the most careful attention to writing compositions. In word analysis, the result was satisfactory.

S P E L L I N G—S E C O N D G R A D E.

Twenty Words—Half a Credit Each.

- | | |
|----------------|-----------------|
| 1. Shandeleer. | 11. Pernishus. |
| 2. Mashene. | 12. Synonym. |
| 3. Relief. | 13. Tirrannize. |
| 4. Sferical. | 14. Tommyhock. |
| 5. Retreeve. | 15. Musilage. |
| 6. Fasecious. | 16. Desicive. |
| 7. Tecknicle. | 17. Cristalize. |
| 8. Reccomend. | 18. Exhibit. |
| 9. Clenlynes. | 19. Morallize. |
| 10. Acheeve. | 20. Solemly. |

Ten Credits.

Correct the spelling and the capital letters of the following paragraph. (Half a credit off for each mis-spelled word, but the total of errors not to exceed ten.)

Portions of our Country have occasionally been overrun with swarmes of miscaled Grasshoppers, which are only species of Locusts, but little less destructive than the Migratory locusts of the east. The name *locust* which is derived from the latin, and means "a burnt place," is highly expressive of the desolation caused by these insects. So well do the arabians know and feel the power, that one of their poets represents a locust saying to mohammed: "We are the army of the great god." Numerous reptiles such as snaiks, turkles, lizzards, frogs and todes, also feed upon them—Willson's Int. 4th Reader, p. 276.

W O R D—A N A L Y S I S—S E C O N D G R A D E.

Ten Words—Two Credits Each.

- | | |
|-----------------------|---|
| 1. Uninflambleness. | 7. Heedlessness. |
| 2. Incompressibility. | 8. Refluent. |
| 3. Illegible. | 9. From five words using the root <i>dico</i> . |
| 4. Suppressing. | 10. Form twenty words using the word <i>press</i> . |
| 5. Conversion. | |
| 6. Reappearance. | |

READING AND WRITING.

The penmanship was generally good, and most of the classes were marked by Principals over 75 per cent.

The reading was generally marked over 75 per cent; probably as in the first grades, on a liberal construction,

In drawing, near all were marked 90 per cent. or 100 per cent. on a very liberal scale. In some schools, composition was generally credited 90 or 100 per cent., on a liberal construction.

Had the arithmetic and grammar been easy, most of the pupils in the second grade would have been crowded through on a liberal construction.

EXAMINATION OF THIRD GRADES.

In this grade 1079 pupils were examined, of whom 448 were promoted on 75 per cent., and 112 on 70 per cent. subsequently.

Reading, writing and composition were all liberally credited, generally, over 75 per cent. Arithmetic was the stumbling block of this grade. In many classes, there were from 5 to 10 pupils who failed to obtain one single credit, and many more who only gained 2 credits out of 50. It is evident that they were out of their grade. In one class, 14 gained less than 8 credits out of 50, and 5 made a complete failure.

The questions are not difficult; they only require a little thought.

In this grade, the pupils are expected to gain some knowledge of fractions.

I do not remember to have seen a single paper in which the second and third questions were correctly answered. It was evident that they had been taught blindly by *rule*.

Too much text-book, too little drill, and no analysis, are the defects written all over these papers. The method of teaching is radically wrong.

Here are the questions:—

ARITHMETIC.—THIRD GRADE.

Credits whatever allowed, unless both method and answer are correct]

Ten at Two Credits Each.

Five-sixths plus three-eighths plus seven-twelfths, minus one-tenths.

Divide 8 by $\frac{3}{4}$, and explain the reason of the operation.

Multiply 24 by five-sixths, and explain the reason of the operation.

Multiply four ten-thousandths by six-hundredths and divide the product by three-tenths.

Divide five dollars by half a cent.

From one rod take one inch.

How many square rods in 20 acres of land?

How much will 10 tons of wheat cost at $1\frac{1}{2}$ cents a pound?

How many cubic inches in a box 12.6 feet long, 6.02 feet wide and 2.4 feet high?

If three-fourths of a piece of land cost \$6000, how much one-eighth of it cost?

Five at Four Credits Each.

You sell to John Doe, on the 1st of May, 1871, 20 lbs. of sugar, at $15\frac{3}{4}$ cents a pound; 25 lbs. of coffee, at $21\frac{1}{2}$ cents a pound; 11 lbs. of tea, at $87\frac{1}{2}$ cents a pound: Make out the bill?

What is $13\frac{3}{4}$ per cent. of 837 pounds of iron?

How many yards of cloth, $\frac{7}{8}$ of a yard wide, will line $23\frac{1}{2}$ feet that is $1\frac{1}{4}$ yards wide?

A drover bought 69 beeves at \$28.75 a head, and sold 42 of them at \$36.50 a head, and the rest at \$37.75 a head: How much did he gain by the transaction?

An embankment 12 feet high and 4.5 feet thick contains 1000 cubic feet: How long is it?

Two at Five Credits Each.

16. Allowing that 4 persons can stand on 1 square rod of how many persons can stand in a street 15 rods long feet wide?

17. 176179 square inches are what units of a higher nations?

GRAMMAR.—THIRD GRADE.

Twenty Questions—Two Credits Each.

1. Name and define the two leading parts of speech.
2. Write and analyze a simple sentence.
3. Define a personal pronoun; a conjunction.
4. Decline the pronouns *me* and *her*.
5. Compare *little* and *more*.
6. Write a sentence containing an adjective, a noun, a an adverb.
7. Analyze it.
8. Parse each word.
9. Give a synopsis of the verb *be*, or *am* in the Indicative First Person.
10. Conjugate the verb *be* in the past tense.
11. Name two ways in which the plural of nouns is form give examples.
12. Form the possessive plural of woman; of the pronoun
13. Compare good, more, skillful, ready.
14. Write a compound sentence.
15. Synopsis of the verb *love* in the Indicative Mood, Th son, Singular Number.
16. Principal parts of *do*, *go*, *write*, *shine*.
17. Write a sentence containing a transitive verb.
18. Write a sentence containing a verb in the passive voice

19. When is the article *an* instead of *a*?
20. Analyze the sentence: "Pupils who study will improve."
21. (4 Credits.) Correct the spelling, punctuation, capitals and the grammatical errors of the following paragraph:
"George jones was a idle boy he did not love to study the teacher of the schule often told him if he did not study diligently when young he would never succede well george wood ofen go to skool without haveing maid any prepparasion for his mourning lessun and when called to resite he would make so menny blunders that the rest of the class could not helf laffing at him."—Willson's Third Reader, page 66.
22. Write a list of all the nouns in the preceding sentence.
23. (2 Credits.) Write a list of all the verbs.
24. (2 Credits.) Write a list of all the adjectives.
25. (5 Credits.) Correct the following stanza of poetry:—

THE CAMEL.

"Cammel thou art good and mild
dosile as a little child
thou was made for usefulness
men to comfort and to bless
thou doth clothe him thou do feed
thou does lend to him your speed."

—Willson's Third Reader, page 207.

26. (5 Credits.) Change the preceding stanza into a paragraph of prose.

Some classes gained a high per cent. on these questions, showing good teaching; others made wretched work. The 21s. question was not well answered, showing that practical spelling, punctuation and the use of capitals had not received sufficient attention.

In spelling, most of the failures were made in the paragraph from the reader.

The questions in geography were fairly answered. The work in word-analysis was good.

S P E L L I N G .—T H I R D G R A D E .

One credit for correct spelling, and one for the correct use of each word in a sentence.

- | | |
|----------------|------------------|
| 1. Aukward. | 6. Callico. |
| 2. Gauge. | 7. Handkerchief. |
| 3. Reprive. | 8. Acquited. |
| 4. Sirkit. | 9. Saleable. |
| 5. Outragious. | 10. Merryer. |

Ten credits. One-fourth of a credit off for each mis-spelled word and each misplaced capital.

Correct the spelling, punctuation and capitals :

Amung the monkies of the old world their is a great variety in shaip and size. the Monkies near the cape of good hope offen descend from the mountains into the planes to pilage gardens and when they are on these expedishuns they plase centinells to guard agenst Surprize. the american monkeys wich are found in grate numbers in the forrests of south america difer very much from those of asia and africa whitch we have allready discribed."—Willson's Third Reader.

G E O G R A P H Y .—T H I R D G R A D E .

Twenty-five Questions—Two Credits Each.

1. When and by whom was North America discovered, and after whom was it named ?
2. Into what sections are the United States divided, and how many States in all ?
3. (a) Name the largest city of the Eastern States. (b) Of the Southern States. (c) The Pacific States. (d) The Western States.
4. What are the two great mountain ranges of the United States, and into what natural regions do they divide the country ?

5. (a) Name the three great rivers of South America. (b) The two principal cities. (c) Two mountain ranges. (d) The great plains.
 6. Name the most important exports of Brazil.
 7. (a) Name four of the principal cities of Europe. (b) Four mountain ranges. (c) Four rivers and (d) Four seas.
 8. Name the most powerful four countries of Europe.
 9. What law in Prussia respecting the attendance of children at school?
 10. Name five seas in and around Europe, and two capes.
 11. For what is Asia noted?
 12. What is the most populous country of Asia? Largest city?
 13. Name four great rivers and two mountain chains of Asia.
 14. For what is Africa noted?
 15. What two large cities in Australia?
 16. What is latitude?
 17. Name the zones.
 18. Name four of the principal planets.
 19. How is the change of seasons caused?
 20. What is the distance of the earth from the sun?
 21. What is the length of California? The breadth?
 22. What are the principal valleys in the State?
 23. What are the four principal cities?
 24. Where was gold discovered in California?
 25. Principal exports of California?
-

FOURTH GRADE.

In this grade 1360 were examined, of whom 508 were promoted on 75 per cent, and subsequently 108 on 70 per cent.

The paper on arithmetic was not an easy one, and the results were not good.

As in the third grade, many pupils made an entire failure, being marked zero. In one class of 50 pupils, 26 pupils received 4 credits or less out of 50 credits, full standard ; and 5 pupils failed to obtain a single credit. In another class 8 pupils obtained less than 4 credits; 10 less than 12, and 4 got nothing at all. In a third class of 56 pupils, 48 gained less than 8 credits; 6 only 2 credits, and 8 no credits. In a fourth class, 21 gained less than 8 credits.

As in the third grade, this failure must have been partially owing to wrong methods of teaching. It seems impossible that such absolute ignorance of the subject could exist, and yet the record is written, and the figures do not lie.

If the fault is owing to text-book work, it would be better to burn the text-books and ask the teachers to teach arithmetic.

ARITHMETIC.—FOURTH GRADE.

No credits whatever allowed, unless both method and answer are correct. No credits for approximate answers.

Ten at Two Credits Each.

1. Divide 10108207 by 179.
2. Add two-sevenths, three-fifths, one third.
3. Multiply 21 by four-sevenths, and explain the reason of the operation.
4. Divide 1.44 by .12, and multiply the quotient by the decimal three thousandths.
5. Divide \$50 by $6\frac{1}{4}$ cents.
6. Multiply $2\frac{1}{2}$ by $2\frac{1}{2}$, and divide the product by 2.5.
7. How many square yards on the floor of a room 25.5 feet long and 20.5 feet wide?
8. A box containing 1728 cubic inches is 12 inches wide, and 4 inches high: How long is it?

9. How many feet in 7 miles, 108 rods, 3 yards, 1 foot?
10. Reduce 1,001,100,100 cubic inches to higher denominations.

Five at Four Credits Each.

11. From one hundred and one subtract one hundred one millionths.
12. What is the product of six hundred twenty-five thousandths by forty-eight hundredths?
13. If the interest on \$1 for 1 year is \$.10, what is the interest on \$25.50?
14. Into how many building lots, each containing .25 of an acre, can 5 acres be divided?
15. A house agent rents 7 tenements at \$1.12½ a week, 5 at \$1.25 a week, 11 at \$1.50 a week: What do the rents amount to in a year?

Two at Five Credits Each.

16. What will 3 miles of telegraph wire cost at 5 cents a foot?
17. A man bought a farm, containing 125 acres, for \$2,562.50; For how much an acre must he sell to gain \$1,250?

GEOGRAPHY.—FOURTH GRADE.

Twenty Questions—Two Credits Each.

1. Name the oceans.
2. What is a republic?
3. Name the largest river, lake, sea, and city in the world.
4. Largest gulf and bay in North America.
5. What Europeans made discoveries and settlements in North America?
6. What can you say about Cortez?

7. How many States in the United States and which is the largest ?
8. Name four great rivers in the United States.
9. The two largest cities in the United States.
10. How long did the war of the Revolution last and when was the Declaration of Independence made.
11. Where is the Mississippi Valley ?
12. Principal agricultural products of the United States.
13. What is the largest city in the Southern States.
14. Where is Chicago ?
15. Name a State noted for each of the following products:
(a) gold; (b) cotton; (c) sugar; (d) silver.
16. Name and locate the largest city in the United States.
17. Largest city, lake, river and bay in California.
18. Name the bay counties.
19. What is the highest mountain peak in the State ?
20. Name the cities and towns situated near the bay of San Francisco.

S P E L L I N G . — F O U R T H G R A D E .

One credit for the correct spelling of each word, and one for its
correct use in a sentence.

- | | |
|---------------|----------------|
| 1. Beleef. | 6. Cureable. |
| 2. Babboon. | 7. Differing. |
| 3. Forhead. | 8. Malishus. |
| 4. Programme. | 9. Conceit. |
| 5. Phrigid. | 10. Phisycian. |

Correct the spelling, punctuation and capitals. (Ten credits.
One-fourth of a credit off for each misspelled word
and each misplaced capital.)

“ the knawing quadrupeds witch are so named on account of
the peculiar Character of there front teath, or incizers are

formed for feeding upon the harder kinds of vegetable matter such as nuts and grain and the roots and twigs of Trees this division of animals, includes the Squirrels beavers, Marmots porcupines Rats and Mice the Cavies or guinea pigs of south america and the Rabbits and hares."—Willson's Third Reader, page 231.

EXAMINATION OF PRIMARY GRADES.

The examination of primary schools was mainly oral, and was committed almost entirely to the Principals of those schools.

The examination of the 7th, 8th, 9th and 10th grades was conducted wholly by the principals. In the sixth grade, printed questions were given in arithmetic and spelling; and in the fifth grade printed questions in arithmetic, geography and spelling. The oral examinations were generally conducted in a satisfactory manner, and a much better classification was secured than by the old method of printed questions and the interchange of teachers.

FIFTH GRADE.

In this grade 1856 pupils were examined and 762 promoted.

ARITHMETIC.

The examination of the fifth grade in arithmetic was not satisfactory in all respects. Among the hundreds of papers which I examined, I do not remember a single instance in which a correct answer was given to the 1st and 3d question. In some classes, from 10 to 20 did not receive more than from 2 to 5 credits on the whole paper. In one school, out of 160 5th grade pupils, 68 received less than 10 credits or 20 per cent., and 17 received zero. In another school, in one class of 50 pupils, 38 received less than 10 credits or 20 per cent, and 12 only 2 credits or 4 per cent.

Either the pupils were badly graded, or there was some defect in teaching.

The text-book used was so large and the examples were so long, that most of the year was taken up in "getting through it;" consequently no time remained for teaching arithmetic, and drilling on principles.

ARITHMETIC—FIFTH GRADE.

[No credits unless both method and answer are correct. No partial credits for approximate answers.]

Ten at Two Credits Each.

1. Add 17 to 98. Why do you carry the left hand figure after adding 8 and 7?

2. Subtract 59 from 86 and explain the reason of the operation.

3. Divide 842 by 3 and explain why you suppose the remainder of each separate figure to be placed *before* the next succeeding figure.

4. From ten thousand and eighty-two take one thousand and nine.

5. 47 plus 35 plus 97 plus 85 plus 92 plus 7 plus 109 = how many?

6. Multiply 1057 by 309.

7. Multiply 25 by 48, and tell what denomination is obtained in multiplying 2 by 8.

8. Divide 378000 by 12000.

9. Divide one by two.

10. Divide 7831 by 15.

Five at Four Credits Each.

Multiply 45125 by 2500.

From one and two-tenths subtract five-thousandths.

If 56 knives cost 336 dollars, how much will 57 knives cost?

How many pounds of sugar, at 15 cents a pound, will a man receive in exchange for 1000 pounds of wheat, at 2 cents a bushel?

How much will a baker receive for 48 pounds of crackers, at 4 cents a pound, and 128 loaves of bread, at 9 cents a loaf?

Two at Five Credits Each.

If 33 pickets are used in building one rod of fence, how many pickets will be used in building a fence around a lot 16 rods long and 15 rods wide?

How many times can 114 be subtracted from 2622?

MENTAL ARITHMETIC.


Give the questions, two credits each, to be given orally, as directed by the Principal.

SPELLING.

As a general rule the spelling of the somewhat difficult tabular words from the speller, was good; but the spelling of common words in the paragraph from the reader was exceedingly

SPELLING—FIFTH GRADE.

Give a credit for the correct spelling of each word, and half a credit for its correct use in a sentence.



- | | |
|--------------|--------------|
| 1. Deafnes. | 6. Elefant. |
| 2. Mufin. | 7. Aligator. |
| 3. Alchohol. | 8. Musquito. |
| 4. Shaveing. | 9. Sypressa. |
| 5. Theives. | 10. Liveing. |

Twenty credits. Half a credit off for each word wrongly spelled and each misplaced capital.

“how meny catterpillers there are this summer said willie brown what dissagreable uggley things they are to—they were not hear last month but now they are all over the trees and on the ground as thick as flys where did they all come from !

willie was so delited with his buterfly that he ran and called uncle john and aunt mary to come to sea it, uncle john told willie that this kind of buterfly was named berenice after a queen of syria who was celebrated for her buty.”—Willson’s Reader.

GEOGRAPHY.—FIFTH GRADE.

Twenty Questions—Two Credits Each.

1. What are the natural divisions of land ?
2. What is the largest city on the Western Continent ?
3. Principal river and mountain range in North America?
In South America ?
4. What great mountain range in Asia ? And what sea
north of Africa ?
5. Who discovered North America, and when ?
6. What wild animals are found in North America ?
7. In what does Pennsylvania excel every State in the Union?
California ?

- . What are raised in the Western States?
- . What States produce cotton and sugar?
- . Name three great rivers of South America? Two capes?
- . Largest country and largest city of South America?
- . Principal productions of South America?
- . Largest city of France, Prussia, Russia, Austria.
- . What is the most populous Empire in the world, and what is Capital?
- . What two great rivers in Asia?
- . For what is Africa noted?
- . Mention four islands in the Pacific Ocean.
- . Bound California.
- . (a) What are the two principal rivers of California? Two mountain ranges. (c) Two cities.
- . Where is Yreka? San Diego?

SIXTH GRADE.


In this grade 1951 pupils were examined and 1447 promoted. Only written papers were arithmetic and spelling.

In arithmetic I did not find a single paper in which the answer given to the 1st question, requiring the reason for carrying left hand figure in addition. The 2d was answered by very few. The 4th was not explained.

In some classes more than one-half obtained less than 50 per cent.

ARITHMETIC—SIXTH GRADE.

Ten Questions—Two Credits Each.

- . Add 45, 37, 29, 64, 87, and explain why you carry the left hand figures after adding the right hand column.
- 

2. Multiply 245 by 5 and tell what denomination is obtained in multiplying each figure of the multiplicand.
3. Multiply 45426 by 8.
4. Divide 34 by 2, and explain how it is done.
5. From 1041 subtract 242.
6. Add 25 dollars and 75 cents; 110 dollars and 20 cents; 5 dollars and 9 cents; 1000 dollars and a half a cent.
7. A man paid \$3,478 for a farm; \$1,117 for live stock; \$635 for farming implements; \$423 for grain and seeds, and \$189 for repairing fences and buildings. How much did he expend in all?
8. If 6 pounds of sugar cost 60 cents, what will 9 pounds cost?
9. How many tons of hay, at 6 dollars a ton, will pay for 8 yards of cloth at 3 dollars a yard?
10. When flour is 7 dollars a barrel, how many barrels can be bought for 63 dollars?

MENTAL ARITHMETIC.

Five questions, two credits each. To be solved mentally by the pupils. Questions as directed by the Principals.

S P E L L I N G .

The spelling of the tabulated words from the speller was generally good; but the paragraph from the Reader was neither well spelled, nor well punctuated.

The writing in many of the classes of this grade was excellent.

In the 5th grades, also, the writing was generally fair, and in some classes remarkably good.

SPELLING — SIXTH GRADE.

Half a credit for the correct spelling of each word, and half for its correct use in a sentence.

1. Wheelrite.

2. Shakeing.

5. Cubboard.
3. Cheeftain.

4. Pirramyd.

Correct the spelling, punctuation and capitals. (Fifteen credits. One-fourth of a credit off for each word wrongly spelled.)

“But collars are common things sed his mother the most common things in the world for evry thing that you sea has sum collor by which it may be described. we speak of grean redd ruset and yelow apples. Blew plums purpel clusters of graips crimzon Cheeks Rubey lipps ollive colored complexion blonds and Brunetts flours of redd blew roze pink violett Scarlet crimzon lilack etc. the azzure sky awburn hare chestnut bay and sorrel horses but gray and brown cotes and these are all common things that people are every day talking about.”—Willson’s Second Reader, p. 153.

STATISTICAL SUMMARY OF EXAMINATION AND PROMOTION—1870–71.

High Schools—Graduates.....	56
Grammar Schools—Graduates.....	129
Primary Schools—Promoted.....	6,851
Total.....	7,036

PROMOTIONS OF PUPILS BY GRADES—1870–71.

Grammar Grades.	Examined.	Promoted. Per cent of Prom.
1st grade.....	434	129.30
2d “.....	695	291.42
3d “.....	1,079	560.51
4th “.....	1,360	616.45
Total.....	3,568	1,596 45

PRIMARY GRADES.

5th grade	1,856	762.40
6th "	1,951	1,447.72
7th "	1,741	1,318.75
8th "	1,674	1,425.85
9th "	1,238	1,047.85
10th "	1,861	1,552.87
Total.....	10,321	6,851.66
Grand Total.....	13,889	8,447

GIRLS' HIGH SCHOOL.

Senior Class—Graduates.....	36	36
Middle Class.....	51	32
Junior Class.....	83	62
Total.....	170	130
Boys' High School—Graduates.....		20

EXAMINATION OF HIGH SCHOOLS.

An informal examination of some of the classes in the High Schools was held near the close of the term, by the following invited examiners from the State University :

Prof. Soule, Mathematics ; Prof. Swinton, Rhetoric ; Prof. Carr, Natural Philosophy ; Prof. Pioda, French and German ; Prof. Kellogg, Latin and Greek ; Prof. Tait, Latin and Greek ;

The Boys' High School was visited by Professors John and Joseph Le Comte.

A. L. Fitzgerald, Deputy State Superintendent, examined several classes in algebra in the Girls' High School, and Prof. Herbst examined the classes in French.

Prof. Price examined the classes of boys in Chemistry. Mrs. Carr examined classes in Botany.

The reports of these examiners were favorable to the standing of both High Schools.

In the Girls' High School two classes failed to be promoted—the result of being admitted on too low a standard.

In the Girls' High School 87 pupils were admitted regularly in July, 1871, and 30 on trial. In the Boys' High School, 18 regularly, and four on trial.

EVENING SCHOOLS.

The evening schools are in good condition. They were somewhat broken up by the burning of the Lincoln School building in February, but many of the classes continued full to the end of the year.

The classes in Drawing have made good progress. They deserve to have every convenience extended to them.


By the new regulations, the evening schools are made a permanent part of the school system.

THE NEW COURSE OF STUDY.

The new course of study was proposed previous to the annual examination. It was my positive conviction that the old course carried too much dead weight; that it required more than could be thoroughly taught; and hence the new course omitted many of the surplus things required in the old. The results of the examination proved conclusively the correctness of this opinion.

In the new course the work of the first grades is materially reduced. Physiology and Philosophy have been stricken out of the course; not because they are not valuable studies, but because other studies are more important.

The Grammar Schools are not provided with apparatus, and no instruction whatever is preferable to the study of Natural Philosophy, without experiments.



The larger Speller has been dropped, because a book on Word-Analysis is both a speller and definer, and doubling up on one branch with two text books was not in accordance with common sense. In all the grammar grades the large Speller was discontinued, and its place supplied by a book on Word-Analysis, which teaches the formation, meaning and use of a word in connection with its spelling—a rational way of learning orthography. Extensive exercises in spelling are to be taken from the Readers, and the remainder is provided for in compositions and written examinations. Because a nominal “Spelling-Book” is dropped, it does not by any means indicate that less attention is to be paid to this important part of an education.

In the 3d and 4th grades the use of Mark’s Elementary Geometry has been discontinued, thus reducing the time of study by at least fifteen minutes a day, without any material loss to the pupils.

The introduction of Geometry into the lower grades of Grammar schools was an experiment; and after a costly trial of two years, the almost unanimous verdict of teachers, parents and children, has pronounced it a failure.

A somewhat complicated course of oral instruction in the old course has been left out altogether, because it had proved a wearisome failure.

Provision is made for memorizing less of the text-books in Geography and History, and Oral Grammar precedes the use of the text-book by two years.

In the primary grades the oral instruction has been greatly reduced and simplified, and in the lower grades there is more reading and less arithmetic.

One arithmetic is used through the whole course. An opportunity is offered in the new course for teachers to cut loose from the pages of text-books, and to exercise their own skill and judgment. It is to be hoped that they will improve it, for the slavish teaching of text-books has greatly enfeebled the mental habits of our school children.

One of the most valuable and important features of the new

is the instruction in music. The general plan is like that recently introduced into the schools of Boston, Cincinnati, Philadelphia and some other cities. The teacher of each class is responsible for a certain specified amount of instruction, and this is to be given by the aid of charts and music readers.

The introduction of the new course in music has been greatly aided by a visit from Prof. L. W. Mason, Superintendent of School Instruction in the primary schools of Boston, and author of the music books and charts—who came out here at his expense, and devoted a month of untiring work in explaining his methods of instruction. His visit will long be remembered with pleasure by pupils and teachers. An enthusiast in music, he infused his own *spirit* into the schools.

Under the old course of instruction, the three music teachers were occupied almost exclusively in the Grammar grades. The primary classes sang songs by *rote*, but received no specific instruction.

The music teachers now will have the general direction of the instruction in music, but the teacher of each class is held responsible for results. I cannot better present the importance of this change of instruction, together with the plan of it, than by referring from an exceedingly interesting Address, read at a meeting of the American Social Science Association, by J. Baxby, M. D., Chairman of the Committee on Music of the Association on schools.

Can music, in its elementary and simpler forms, be generally taught in the common schools of our land? Can it be taught effectively and at the same time economically? And if so, how can it be done?

In reply to the first two branches of this inquiry, I say, unhesitatingly, yes. It can be taught as universally and as effectually as reading, writing, geography, or arithmetic. For proof of this it is necessary to drop in at any of the public schools in Boston, in Lowell, in Lowell, and some other of the larger towns in this Commonwealth, and examine the pupils in music and the other studies I have named (so far as they have been pursued), and the proficiency of the pupils in music will be found as good as in anything else.

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Can music, in its elementary and simpler forms, be generally taught in the common schools of our land? Can it be taught effectually and at the same time economically? And if so, how can it be done?

In reply to the first two branches of this inquiry, I say, unhesitatingly, yes. It can be taught as universally and as effectually as reading, writing, geography, or arithmetic. For proof of this it is only necessary to drop in at any of the public schools in Boston, in Salem, in Lowell, and some other of the larger towns in this commonwealth, and examine the pupils in music and the other studies I have named (so far as they have been pursued), and the proficiency of the pupils in music will be found as good as in anything else

That it can be taught as economically as the other branches, will appear when I state that the cost per scholar need not be greater than the price of the text-book which is required in reading, in writing, in geography, or in arithmetic; the only condition for this economy being, as I shall state more particularly further on, that a town or group of towns shall be large enough to allow the employment, at a reasonable salary, of a person competent to set in operation and generally to direct the plan of musical instruction.

In answer to the latter part of the inquiry: How can these results be attained?—I will attempt to describe, in a few words, the plan of musical instruction, as at present carried on in the public schools of this city, it being allowed upon competent and impartial testimony that the plan as here adopted is, on the whole, satisfactory and successful.

The chief points of this plan have been briefly and correctly stated by Mr. Philbrick in his last semi-annual report to the School Board. "On entering the primary school at five years of age," says this report, "the child is at once taught to produce musical sounds, and to sing little pieces adapted to his capacity. From this point the course of musical instruction is continued by an easy and just gradation all the way up through the primary, grammar and high schools." "There are two features of the system," continues Mr. Philbrick, "which produce a strong impression upon the minds of competent visitors from other States and countries—the thorough scientific training imparted to the pupils, and the provision requiring the instruction to be given mainly by the regular school teachers, aided and superintended by a limited corps of professional teachers of music."

At first but very little is done with text-books. A black-board, a piece of chalk and a pointer are the implements mostly required. Very soon a series of charts is had recourse to, by which the teacher fixes the attention of the pupil upon the signs and characters employed in musical notation, and leads him by gentle and progressive stages up to the point at which it is as easy for him to read at sight and express in singing tones a musical phrase upon the staff, as to understand and articulate in words a paragraph in his School Reader.

The organization of the musical department of the Boston Public Schools is now as follows:

The general control and supervision of the whole plan of musical instruction rests upon one responsible head, who is called the Supervisor of Musical Instruction in the Boston Public Schools, etc., whose duty it is to exercise a similar care and responsibility over the whole musical department of our educational system to that now exercised by the master of a grammar school over the various classes in the district under his charge. He is at the same time teacher of music in the high schools. The grammar department, which, under the new arrangement in gradation, consists of six classes in each school, is under the charge of three professional teachers of music, each of whom is responsible for the teaching in two of the classes of the same grade in all the schools of the city, with the exception of those in the newly-annexed district of Dorchester. The primary schools are in like manner placed under the charge of one professional teacher, with the exception of Dorchester, as before mentioned. In this last-named district all the classes of the primary and grammar departments are for the present under the general charge of a single professional teacher; this provision is only temporary, it being intended another year to merge these schools in the Boston organization. All the officers and teachers above alluded to are subject to the executive authority of the Standing Committee on Music, who derive their power from the School Board.

Ten minutes in each session in the primary schools, and fifteen minutes each day in the lower classes of the grammar schools, are required to be devoted to instruction in music by the regular teachers of the schools. The first and second classes of the grammar department devote one half hour each week to this study, under the personal instruction of the professional teacher, and it is hoped that the Board will allow the further provision that ten minutes each day shall be given to such instruction by the regular teachers in these classes, in like manner as in the classes of a lower grade. In the high school a specified number of hours each week is given to this study under the personal tuition of the professional teacher, and, in addition, in the Girls' High and Normal School, such instruction is required to be given as shall qualify the pupils to teach in their turn this branch of study in our common schools.

A definitely arranged programme of the course of instruction, so far as the primary schools are concerned, has been adopted and

printed in the rules and regulations, and a similar programme is in progress for the grammar schools. Pianos, the best of their kind, have been placed in all the high and grammar school-houses, and to a considerable extent in the properly graded groups of the primary schools; which pianos are required to be kept in order and in tune, and to be used as *aids to, not as substitutes for*, musical instruction. The rooms without pianos are being supplied with a simple pitch pipe, which can be made to give any sound of the middle octave in the treble clef.

An important point has recently been made in the establishment of classes for normal instruction in music among the teachers of all the schools, which is being carried out more or less faithfully by the professional teachers.

A combination of vocal and physical training, in connection with their musical tuition, has been devised for the younger pupils by the joint effort of the teachers of vocal and physical culture and of music. This proper training of the voice, it has been well remarked, is the best possible preparation for singing. A systematic and progressive course of musical instruction is thus given to all the pupils of the public schools in the city of Boston, except the boys of the Latin and English High Schools, where the plan is not yet fully in operation, commencing with the children of five or six years of age, when they first enter the primary school-room, and ending with the highest class of the pupils of the Girls' High and Normal Schools, who are themselves preparing to become teachers in their turn.

Let us go over this method of instruction in somewhat of detail. And I will confine your attention more particularly to the stages of instruction during the period of primary and the lower half of the grammar school pupilage, *i. e.* a period extending from the age of five to about twelve or thirteen years, this being the compass within which the larger majority of the children attending our public schools may be found, and, to my mind, by far the most important age for public musical education.

The first attempt of the teacher is to gain the attention of the children by singing to them some easy melodic phrase within the range adapted to their voices, and asking them to repeat it after him—to imitate the sounds he has given them, in their proper order. This,

after a few trials, the majority of the class will do. Some ten or fifteen minutes are spent in this way, and they have taken their first lesson in music. It is purely a matter of rote-singing, of the easiest and simplest kind. The interest of the children is excited, their attention aroused, their appreciation of musical sounds for the first time perhaps awakened. A few lessons are given in this way at the outset.


But true rote-singing, as Mr. Mason has happily expressed it, is "a very different thing from the ordinary 'hap-hazard' singing we too often find in our Sunday Schools, and in common schools where no regular instruction in music is given." It is an appeal to the imitative faculty, which young children possess in so great a degree of perfection; and hence the greatest care should be taken that the example be a proper model for imitation as regards method and style, and purity and correctness of tone, even in the utterance of the simplest musical phrase. These preliminary rote-lessons should therefore be given, when possible, by the professional teacher himself. And they must needs be few and not long continued.

Even at this early stage in the musical instruction great attention is given to the formation of a proper quality of voice. The difference between a good and bad quality is illustrated by examples. The child is called upon to use a smooth and pleasant intonation in speaking, in reading, in recitation, and in singing. Above all, he is taught to avoid a noisy use of the voice.

As preliminary to the exercise of the voice in singing—and it applies to the reading as well—the young children are trained in the following points:

1. A proper position of the body.
2. The right management of the breath.
3. A good quality of utterance, as just mentioned.
4. The correct sound of the vowels.
5. A good articulation.
6. Intelligent expression.

An essential element in the plan of such teaching, as we have seen, is this: That it be given mainly by the regular school teachers, with the aid and general direction only of a professional teacher. We



have seen that a single professional teacher can superintend the instruction of a large number of pupils—just how many will depend upon circumstances. The number may be more or less, according to the density of the population, and to the general ability of the corps of regular teachers employed. In a city like this, where, we may perhaps say without boasting, that the standard of qualification is high, from 160 to 240 schools or classes, representing 8,000 to 12,000 pupils, can thus be taught.

In the neighboring cities of Salem and Lowell, and some others in this State, a single intelligent head has been found sufficient. The salaries might vary from \$1,000 or \$1,200 to \$3,000 per annum. My belief is, that in towns and cities not exceeding a population of 40,000 to 60,000 inhabitants, or in rural districts where a group of smaller towns and villages of perhaps half this population in the aggregate exists, and which could all be conveniently visited in a circuit of a week or ten days' extent, a single professional teacher only would be required. And in the latter instance a competent man, who should be a resident of the district, ought to be had for \$1,200 per annum.

I take it for granted that all the regular teachers could do their part in such instruction if they would. It requires in the system we have been considering no special musical ability or previous training. An *aptness to teach* only is necessary, and any person who if fitted in other respects to hold the responsible position as a teacher in a public school has the ability, I contend, to learn in a very short time (under the direction of a competent professional head, such as we have named) how to teach the elements of music as well as the other studies required in our common schools. Nor is it necessary that the teacher should be able to sing in order to be successful in this branch of study, though of course it is an aid. On this point, says Mr. Holt in his report to the Music Committee in 1869: "In the short time within which music has been regularly and systematically taught in the classes under my charge, only seven out of the two hundred and fifty-one teachers who have come under my observation have proved themselves unable to do their work satisfactorily. Of these seven three exchange work with other teachers at the time of the music lesson, one employs a teacher from outside to aid her in this part of

er work, who is present at the time of my visit to receive my instructions, while in three rooms the work is imperfectly done."

"With regard to the progress made in different classes," continues Mr. Holt, "it varies in proportion to the faithfulness of the teacher. I find that teachers who are regarded as superior in other branches, obtain the best results in music. And many of my best teachers are among those who had no idea that they could do anything in music when we commenced. * * * I visit each of the two hundred and fifty-one teachers with their classes once in every four weeks; in this way I am able to help every teacher over any difficulty she may encounter, and to shape my instructions to the wants of each class."


Says Mr. Philbrick, in his report, to which I have already alluded: "The improvement in the method of teaching music has very naturally helped the improvement of the methods of handling the other branches. As a general rule, teachers in an elementary school who teach one branch well, teach all branches well."

With such simple addition to the mechanism of our common school system of education, and at so slight expense, an elementary knowledge of music could be diffused throughout the country. What variety and interest it would give to the dull routine of every-day school-work! What sunshine and gladness it would infuse into the homes and hearts of the people!

Supt. Philbrick, of Boston, in his last Report, speaks of the success of the system of instruction there pursued, as follows:

"In vocal music there has been greater progress than in any previous year. For more than twelve years the Committee on Music have steadily persisted in their endeavors to develop a systematic and complete organization of this branch of instruction. They now have the satisfaction of seeing their patient efforts crowned with success.

"On entering the Primary School at five years of age, the child is at once taught to produce musical sounds, and to sing little pieces adapted to his capacity. From this point the course of musical instruction is continued by an easy and just gradation



all the way up through the Primary, Grammar, and High Schools. There are two features of the system which produce a strong impression upon the minds of competent visitors from other States and countries,—the thorough scientific training imparted to the pupils, and the provision requiring the instruction to be given mainly by the regular school teachers, aided and superintended in this work by a limited corps of professional teachers of music. The system is both efficient and cheap. It is found that about ten minutes a day, properly employed, are sufficient to produce most excellent results in this branch. And everybody who understands school economy, knows that the time thus devoted to music will not in the least retard the progress of pupils in other branches. For my part, I believe the general progress is the greater for this appropriation of time to music, such is its harmonizing and educating power. As our teachers advance in skill, as our books and charts and other teaching appliances are improved, and as our system of instruction is perfected in other respects, it will be found, probably, that even less time than is now devoted to it may be needed for this branch, and a smaller number of special teachers and supervisors of it. The very poorest singing that I now find in the weakest and most backward schools is better than the very best that was presented as a model only a few years ago. And the improvement in teaching music has very naturally helped the improvement of the methods of handling the other branches. As a general rule, teachers in an elementary school who teach one branch well, teach all branches well.

“ It is now just forty years since the first movement was made in this city looking to the introduction of vocal music as a branch of common school education. How slow has been the progress! So hard is the task to conquer prejudice, and to convert conservatism! But the object has been accomplished. It is a great step of progress and well worth a struggle of forty years.”

D R A W I N G .


In the new course of study full provision is made for instruction in drawing in the first and second grades, to which grades

time of the two teachers of drawing is necessarily limited, four a week being given to each class. The defect of the course is a failure to provide for drawing in the lower grammar and the primary classes. A course in drawing ought to be graded, corresponding to that in music, requiring the teachers of each grade to be responsible for certain specified instruction. The following extracts will show the importance which is attached to this branch in other States and cities.

In the last Boston Report, 1870, Supt. Philbrick thus presents the subject:

This branch has had a place in our programme of studies for seven years, but its progress has been unsteady, uneven, and unsatisfactory. The time has at length arrived, apparently, when it is to be placed on a proper footing in all our schools. Public opinion in this community has been turned to the necessity of systematic instruction in drawing in our public schools, the results of instruction which have been witnessed within a few years in the Institute of Technology, by the Act of the Legislature approved May 16, 1870, requiring instruction in industrial and mechanical drawing, by the vigorous movement recently made for the establishment in this city of a museum of fine arts, by the reports brought home to us from the Universal Exhibition at Paris, in 1867, showing the deficiency of art education in America.

It is now understood, by well-informed persons, that drawing is an essential branch of education, and that it should be taught to every child who is taught the three R's. It is indispensable as an element of general education, and it lies at the foundation of all technical education. It is difficult to conceive of any human occupation to which education in this branch would not prove beneficial. Everybody needs a well-trained eye and a well-trained hand. Drawing is the proper means of affording this needed training. Drawing, properly taught, is valued even more than vocal music, perhaps, to facilitate instruction in all other branches of education.



“ To promote the progress of drawing in our school, there has been needed a new instrumentality,—I mean a Standing Committee on this branch. Such a committee has at length been appointed, and it has taken hold of the work assigned it with very gratifying vigor and courage. The valuable Report presented to the Board by that committee, will, I trust, be reprinted with the annual Report of the Board.

“ Our success, after many experiments, in conducting the instruction in vocal music, has taught us how to manage the teaching of drawing with efficiency and economy. It is evident that the actual class-teaching in drawing, as well as in music, can be given by the regular teachers. They will, of course, need instruction and competent supervision and direction. This service can be performed by one able drawing master, with a small corps of assistants. This course, which is the course recommended by the Committee, is not only the best for the pupil, but it is best for the teachers ; for, in preparing themselves for teaching drawing, their general ability and happiness will be promoted. What teacher would not gladly hasten to avail himself of the gratuitous instruction of a first-rate art-master, as a preparation for instruction in drawing in his own class ?”

Professor Bartholomew, in his Report to the Boston Board, speaks of drawing in primary schools as follows:

“ It is a common notion that almost anything will do as subjects for study and practice in these schools. A few straight and curved lines, a triangle, square, circle, and a limited number of familiar objects chosen without regard to the knowledge or skill required in order to draw them understandingly, are thought to be all that is needed, and, in fact just as good as anything; and it is even considered by some to be a matter of no special importance whether these subjects are correctly or incorrectly drawn. Experience has taught me that to prepare a course of lessons suited to the capacity and attainments of little children, and such as may be the means of securing the best results attainable, calls for quite as much experience, thought, and care as is required in preparing a series of lessons equally good for the pupils of our High schools.

“The early lessons in these schools should be devoted to the work of training the mind to judge, with accuracy, of *position*, *distance* and *direction*. Instead of using lines for this purpose, I begin with, I have found dots to answer better. They have this advantage over lines. It requires no mechanical skill to make a dot; the mind can be given entirely to the truth to be expressed. This is not the case where lines are used. When a change of means is necessary in order to keep up an interest in the work, very short lines may be used, and these put in the form of crosses and stars. As the pupils progress, these crosses and stars may be so placed with respect to each other as to form very pleasing figures; and, in this way, while the eye is being trained to see, and the mind to judge of position, distance, and direction, the taste is cultivated. Children soon get an idea of the principle upon which these figures are constructed, and I have seen some very pretty figures of their own design. In this work they should be encouraged, and set times should be devoted to this exercise, with the view of developing the inventive faculties.

“There should be an occasional exercise in drawing from memory, after the example selected has once been drawn from sight. This is a valuable means of strengthening the memory for form. The ability to retain in mind clear and distinct impressions of the forms of things we have seen, is of great value to all. He who can bring to mind the views he has seen with all the clearness and freshness of reality, possesses a power he would not part with on any account. To the mechanic, this power is a means of pecuniary profit, and hence to him it is especially valuable. To those who would originate anything new and valuable in the way of form, this power is indispensable. Few forms are always made of old ones; and, in producing new combinations, the more extensive the collection one has stored in memory, the more hope there is of success. There are other advantages to be secured by this practice, which need not be referred to here. By such exercises as I have suggested, the cultivation of the eye and the hand, the improvement of taste, the development of the inventive powers, and the strengthening of memory for form, may go on together, and the study be made means of *improvement* as well as amusement.

“In the course of the second year, the drawing of simple objects in outline from printed examples may be commenced.

“As a means of imparting useful information, and of drawing out that in the possession of the children, these examples should occasionally be used as the basis of an object lesson. When exercises of this kind have been given, the pupils have been found to take a greater interest in drawing the example, than would otherwise have been the case.

“As to the amount of time which should be given to this study in these schools, I should say for the first year one lesson of fifteen minutes each day; for the second year, one lesson of twenty minutes each day; and for the remainder of the time, three lessons per week, of twenty minutes each.

Mr. Barnard, United States Commissioner of Education, in his special Report for 1869 on Scientific and Industrial Education in Europe, after reviewing their educational systems, and stating what is being accomplished there in the way of instruction in drawing and kindred art-studies, says:

“The Government of the United States is the only civilized government of the world that has done practically nothing for the encouragement of art either in its elementary or higher forms. The State and municipal governments have done, if possible, less. * *

“The contributions of the central Government of France for the encouragement of art, in a single year, are greater than the amount appropriated by the Government of this republic since its foundation.

In conclusion, he says: “Drawing should be taught in every grade of our Public Schools. The first instinct or inclination of the child is to handle the pencil, and ‘draw something.’ The sparks of what may be ‘that sacred fire,’ should not be smothered, but fanned into a flame. Drawing is the alphabet, or rather the language of art; and when this is understood, the child is the possible sculptor, painter, or architect. Instruction in these elements of art, corrects the taste and gives the hand skill; it gives the trained, artistic eye which detects the incon-

gracious, the ungraceful, and the ill-proportioned, and which, on the other hand, the graceful, the harmonious, the symmetrical, never escape. The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of study into our public schools will do more than anything else to popularize art, and give the whole people a taste for art in its nobler as well as simpler forms.

In 1869, the following petition, signed by many of the leading merchants and manufacturers of Boston, was addressed to the General Court of Massachusetts :

“ Your petitioners respectfully represent, that every branch of manufactures in which the citizens of Massachusetts are engaged, requires in the details of the processes connected with it some knowledge of drawing and other arts of design on the part of the skilled workmen engaged.


“ At the present time, no wide provision is made for instruction in drawing in the public schools.

“ Our manufacturers, therefore, compete under disadvantages with the manufacturers of Europe ; for in all the manufacturing countries of Europe free provision is made for instructing workmen of all classes in drawing. At this time almost all the best draughtsmen in our shops are men thus trained abroad.

“ In England, within the last ten years, very large additions have been made to the provisions, which were before very generous, for free public instruction of workmen in drawing. Your petitioners are assured that boys and girls, by the time they are sixteen years of age, acquire great proficiency in mechanical drawing, and in other arts of design.

“ We are also assured that men and women who have been long engaged in the processes of manufacture learn readily, and with pleasure, enough of the arts of design to assist them materially in their work.

“ For such reasons we ask that the Board of Education may be directed to report, in detail, to the next General Court, some



definite plan for introducing schools for drawing, or instruction in drawing, free to all men, women, and children, in all towns of the Commonwealth, of more than five thousand inhabitants."

The State Board of Education of Massachusetts reported as follows:

"Your Committee are more than ever impressed with the importance of urging upon the people of the Commonwealth the introduction of free-hand drawing into all our public schools.

"It cannot be denied, that the almost total neglect of this branch of instruction in past times has been a great defect in our system of education.

"While great progress has been made in general and practical knowledge, the taste and love for the arts, and art-culture generally have not much improved.

"That we are far behind many other nations in all the means of art-culture is very evident. We have few models or museums of art in our country to which students can resort for study and instruction.

"Our native artisans and mechanics feel this sad defect. Foreign workmen occupy the best and most responsible places in our factories and workshops. Our most promising students in sculpture and painting are compelled to seek in other countries the advantages which are necessary to their success; and, when they have become distinguished, they elect to remain where they can receive the greatest encouragement and the highest appreciation of their skill and genius. Our State and country need the influences of refined art-culture. Before we can reach a very high position, a generation at least must be educated, with improved tastes; and a more general appreciation of the nature and value of true art-culture must prevail among the people. Much can and must be done for the present generation of mechanics and artisans. In all our large towns and cities, where a sufficient number of adult pupils can be found, schools should be established, and every encouragement afforded for improvement in those branches of drawing which belong to the industrial art.

"Agents could be employed to go through the Commonwealth, and interest the people in this most important subject. Wherever

evening classes can be formed of the young or old, free instruction should be furnished in free-hand drawing ; and, in a few years, our enterprising people will begin to discover in our own communities and schools as good artists and artisans as can be found in the most favored portions of other countries.

“ We have no doubt that the greatest good will be accomplished by proper instruction in our public schools, and that our chief efforts should be directed towards this end. Teachers should be required to be qualified to instruct in free-hand drawing ; and the work should be begun in the primary departments, and should be continued with zeal and fidelity through the period of school life.”

The Report of the Committee was adopted, as expressive of the views of the Board ; and it was voted that the following action be respectively recommended for the consideration of the Legislature, viz :—

“ 1. An enactment requiring elementary and free-hand drawing to be taught in all the public schools of every grade in the Commonwealth ; and which shall further require all cities and towns having more than ——— inhabitants, to make provision for giving annually free instruction in industrial or mechanical drawing to men, women, and children, in such manner as the Board of Education shall prescribe.”

The Legislature adopted the views of the Board of Education as set forth in their Report, and passed an Act, which makes drawing a required study in the public schools of the Commonwealth of Massachusetts, of every grade.

Gov. English, in his Annual Message to the Connecticut Legislature, presents the subject as follows :

“ Before leaving this subject, I desire to call your attention to one important branch of instruction, which, in my judgment, is greatly needed in our public schools. This is free drawing, or such elementary rules of the art as may be imparted by teachers properly instructed in some uniform and practical system of mechanical and object drawing. Drawing of this description is now regularly and

systematically taught in the public schools of New Haven and Hartford, and I believe, with the happiest results. The object is not to make artists simply, but to make artisans—to turn out a better and more proficient class of scholars, with such skill in designing and drawing as shall aid them in their industrial pursuits, and effectually advance the State in manufactures, inventions, and the mechanic arts. The sagacity shown by the first Napoleon, in his order to make drawing a prominent study in the schools of France, has long since been acknowledged in the tribute which the world has paid to the people of that country for their decorative taste in the arts. Our own people are beginning to discover that their most profitable articles of manufacture are those which come from the hands of the thoroughly trained draughtsman and designer. The decree of Napoleon brought untold wealth to France, and instruction in drawing, when once successfully introduced into our public schools, will, I am confident, work equally salutary results in advancing the wealth and adding to the material resources of our State. Confident of the correctness of these views, and fully impressed with their importance, I can do no less than recommend that Section 103 of an Act entitled ‘An Act Concerning Education,’ in the General Statutes of 1866, be so amended as to include drawing among the required branches of elementary instruction.”

FRENCH AND GERMAN.

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The two schools in which, for several years past, the French and German languages have been taught in addition to the regular English course, have been known by the distinctive name of Cosmopolitan Schools. In the Primary Department of these Schools the pupils are required to study one language—either French or German—from one to one and one half hours a day. In the Grammar Department both languages are pursued, and the time given to them is two hours a day, or nearly one half of working school hours. The demand for special instruction in these languages, and particularly in German, became so urgent that when the Valencia and the

Valley schools were opened in the southern part of the city, ly, 1871, two special teachers—one German and another h—were appointed for each school; and more than four fifths e pupils immediately began the study of one or both languages. ese schools half an hour daily is given to the study of each age. In August, 1871, the Committee on Cosmopolitan ls, Mr. Kruse, Chairman, made the following report of the er of children studying French and German :

outh Cosmopolitan Grammar, 12 grammar classes; 650 pupils; h and German. North Cosmopolitan Grammar, 5 grammar s; 250 pupils; French and German; 6 Primary—170 French 70 German. Post Street Cosmopolitan School, 15 classes; 813 ; all German. Bush Street Cosmopolitan Primary, 9 classes; ipils; all German. Greenwich Street Cosmopolitan Primary, ses; 200 French; 344 German. Mason Street Cosmopolitan ry, 8 classes; 393 pupils; all French. Mission Street Cosmo- n Primary, 5 classes; 270 pupils; all German. Geary Street opolitan Primary, 4 classes; 216 pupils; all German. Total, rammar pupils, instructed in French and German; 2,305 pri- pupils, instructed in German; 763 primary pupils, instructed ench. Total number of pupils in all Cosmopolitan Schools, eceiving an hour's instruction each day in either language e primaries, and two hours in each language in the grammar s. Adding the new classes in the Cosmopolitan Schools, 1,428, ve 5,396 pupils attending the Cosmopolitan Schools."

providing for instruction in these languages we are only follow- i the wake of Cincinnati, Cleveland, St. Louis, Chicago, and of the western cities. It is no new experiment. It is a neces- f a cosmopolitan community.

arly one fourth of our city population is made up of Germans, is evident that in a few years most of our schools must meet ew demand.

s whole subject is so ably discussed and so well presented in t. Louis School Report for 1869-70, that I present the follow- xtracts from it, making an exhaustive statement of the ad- ges to be derived from this special instruction. Wm. T. s, Superintendent of Schools, says :

“To meet the demand which occasioned the establishment of numerous German private and parochial schools in this and other cities, the study of German has been introduced into the public schools under certain restrictions. The introduction of this study has been productive of salutary results in all cases I believe, although the regulations and methods employed for this branch vary in different cities.

“The ties of kindred necessarily keep up extensive communication between emigrants and the fatherland. No difficulty is experienced on this score by that portion of our population who are emigrants from the Atlantic States or from Great Britain and Ireland; their mother-tongue is that which generally prevails here. But the German emigrant is placed in a dilemma: if his children learn to speak English exclusively they break the continuity of race with abruptness which works great evil for three or four generations. For the consciousness of one's ancestry and the influence derived from communication with the oldest members of the family is very potent in giving tone to the individuality of youth and ripening age, and indeed even to a community or people as a whole. This continuity of history is a kind of solid, substantial ground for the individual and from its soil spring up his self respect and aspiration. It is to be looked upon rather as a calamity than otherwise when a community is increased by the immigration of a class of people who have no desire to preserve a close communication with the mother country. That the Germans cherish their ties with family and country in the most constant manner is but an evidence of the advanced civilization which they represent.

“But on the other hand the worst of results may be anticipated in a community where difference in language prevents one portion of the community from holding free intercourse with the other. The full protection of one class of the population from another cannot be secured, unless all speak the same language. * * * * *

“The rising generation of Germans must learn to speak German in order to secure the first object named and they must learn to speak English to secure the second object named.


“The question how German can be taught in the public schools has been solved in two ways. I may take as representatives of these the Cincinnati method for the one and the St. Louis method for the other.

“ In Cincinnati there prevails a kind of division into German and English schools. In the former the pupils on their first entrance to school conduct their recitations one half day in German under one teacher and the other half day in English under a different teacher. On entering the Intermediate Schools about the sixth year of the pupil's course of study, German is limited to three quarters of an hour per day. On entering the High School in the eighth year of the course of study German is dropped altogether. In the second year of the High School a few take up German and continue it through the rest of the course.

“ In St. Louis, German is taught in nearly all of the schools to such German pupils and Anglo-American pupils advanced beyond the fourth year of the course of study, as desire it. In the lowest grade the lessons are entirely oral and designed merely to exercise pupils in the correct use of language. One lesson per day is given of about twenty minutes in length. In the second year the length of the recitation is increased and the series of Readers commenced. Three quarters of an hour per day is allowed for German reading and writing in the third, fourth, fifth, sixth, and seventh years of the District School course. Again in the High School, German continues through the whole four years.

“ While I am aware that the systems are yet of comparatively recent establishment—this is especially the case in St. Louis—and consequently cannot definitely prove their merits by their results, I venture to point out certain advantages in the system of our own city which have been influential in moving the Board to adopt it. Doubtless each system has advantages that are peculiar to itself; each has certainly a historic growth and derives in great measure its methods from compromises effected between opposing interests.

“ 1. Keeping in mind the great objects in view which we have just discussed, it would seem that the plan of isolating the German from the Anglo-American schools rather tends to perpetuate the evils of a caste-distinction than to remove them. At all events our plan of introducing German into all the schools so as to bring about the completest intermingling of nationalities seems to be a more efficient one. To have the German schools attended by Germans exclusively, while the others are frequented by Anglo-Americans only, would be a very questionable advantage.



“2. Again, the system which lays so much stress on German in the lower grades and removes it entirely in the higher, seems to ignore entirely the claims of German Science and Literature.

“It is well known that the vocabulary of common conversation in German bears a greater disproportion to that of its literature and science than that of any other language in Europe. The vocabulary of English common conversation is far richer, and that of science far poorer, than German. For this reason the elementary studies in German are disproportionately meager, while the advanced ones are very rich in means of culture.

“In our High School, pupils are initiated into German literature, and in this study considerable progress is made with the more advanced classes. Some learn to avail themselves of the results of German erudition and science—the noblest our time can boast of. All this is impossible in the lower grades, and if the study of German is confined to these, the pupil may learn to converse on a small range of topics, but he will not be able to read the great authors either in science or literature.

“3. For the reason that the High School course in Cincinnati does not recognize the existence of German in the District Schools by continuing it so as to reap the results prepared for by the course in the lower grades, and by giving it a place in the ‘Studies required for admission to the High School,’ it follows that the better class of pupils in the Intermediate Schools are obliged, in their struggle to prepare themselves for the High School, to subordinate German to the studies upon which they are to be examined. Our St. Louis plan is to encourage the study of German in the two higher grades of the District Schools, so that both German and Latin may be taken by the pupil in the High School. To further advance this object a change has been made in the studies for admission to that school :

“ ‘Applicants for admission to the High School shall be allowed to substitute German for Geography in the list of studies for admission, and the questions submitted to such applicants shall be made out on the Orthography and Etymology of the German Language, with especial reference to the system of inflections.’

“This will have the effect to make the study of German general

in the upper grades. Thus German will be studied not merely for the sake of convenience in business, or for communication with friends and relations in Europe, but it will take its well deserved place among the culture studies."


L. F. Soldan, Assistant Superintendent, makes the following remarks :

"It has often been said that he who learns a new language acquires a new sense. Certainly, the study of another tongue enlarges the horizon of our experience and thought, and enables us to break a wide gap through the barriers with which time and space surround us. It brings us into intercourse with nations and times otherwise separated from us, and opens strangely sweet and fresh springs of wonder and wisdom. It will be also a gain to his mother tongue, if we give the pupil a second language with which he can compare it, thus enabling him to make use of a method whose application has advanced so signally the departments of science to which it has recently applied. The study of languages especially never made so much progress before in ages, as it has made in the short time during which it has been conducted in a comparative way; a new impulse has been given to the study of English grammar in the scientific world.

"The acquirement of a foreign language will make us see beauties in our own, which, without the aid of comparison, habit allows us to overlook, and its introduction in a course of instruction must therefore produce a livelier interest in our mother tongue, and a better understanding of its rules.

"Though the rules are different, the pupil will find practice in their application, which he needs to complete his knowledge of grammar in general. There was little doubt as to what language, if any, was to be chosen : it was German.

"German has been called the second language of the United States; it is certainly the second language of this city. That the highest object of our schools must always be to teach the English language thoroughly, and that this study must precede everything, and must never be jeopardized or encroached upon under any circumstances, is too plain to need discussion. Nor can the other element-



ary branches of study be neglected. But wherever these circumstances allow it, there is no better way of expanding the minds of our children than by the study of German. German is a highly inflected language, and the wealth of its grammar affords a rigid mental discipline to the pupil. Being of the same descent it contains the etymological keys to one third of the English vocabulary and to the grammar, which is entirely Teutonic.

“Besides this, the knowledge of the German language is a desirable attainment, for its abundance in scientific works of the highest rank. In Philosophy and Philology, History and Natural sciences and all arts, Germany has set her mark at least beside the proudest names of all times. Kant, Hegel and Schopenhauer would have adorned the greatest age of Greek philosophy. Name the best histories of any country on the face of the earth or of any age of the world, and you will find on some title-pages German names. Never did America have a more faithful and admiring historian, than she had in Neuman, whose great History of the United States is still waiting for translation. In natural sciences and the science of medicine, Humboldt, Liebig, Kirchhoff, Haeckel, Virchow have beaten new paths by which mankind has climbed to higher perfection. In works of philology, Germany stands unrivalled. From Grimm, Bopp and Wilhelm v. Humboldt down to our days, to Schleicher, Max Mueller, Curtius, Corssen, Benfey and Geiger, we find a succession of brilliant scholars, of whom every one seems sufficient to shed a lustre on the linguistic research of the century in which he lived. That Koch and Maetzner have written in German must, to the American student, be in itself a weighty inducement for the study of it; for theirs are the only really scientific grammars of the English language. ‘Of Philosophical Grammars of the English language,’ says Noah Porter, the distinguished editor of Webster’s dictionary, ‘there is a lamentable deficiency. It is in the German language only that we find those which are at all satisfactory and truly scientific.’ All these treasures lie within the grasp of the pupil who has acquired the knowledge of German; to him greater resources of life and wider circles of society are opened.

“German literature has occupied for the past half century the foremost rank among the literatures of Europe, and possesses all the racy freshness of youthful originality.

“ England, France, Italy and Spain, had their classical era hundreds of years ago. That of Germany is quite modern. Scarcely one generation separates it from our times: only 40 years have elapsed since Goethe left us. While we look to Italy for the highest views of the mediæval age, we will find in Germany the highest expression of modern thought. In dwelling so long on this subject, I have not been prompted by any desire to exaggerate, but by the opinion that a rich, beneficial influence, is to be expected upon our own world of letters from the study of German science and literature. We can discern it already. Not in vain have Taylor, Longfellow, Bancroft, Leland, Lowell, and all the other great representatives of American genius, spent years of their lives in its pursuit.

“ German music has woven its wavy sounds in charming garlands round the American hearth, and works of German art embellish our houses; thus adorning family-life and creating a taste for art which has already resulted in important and original American works. Looking at such a beginning, would it not be unnatural not to cherish bright expectations of the future deeds of our children, and not to have an unshaken belief that they will see a great era of original American science, literature and art, worthy of our institutions and of the inexhaustible energies of the American mind. American ports are open to the treasures of the Orient and Occident, American hearts to the wisdom of all nations.

“ This stood clear before the far-sighted spirit of an American author, 29 years ago, when he closed a sketch of German literature with the words: ‘ Such then is German literature. Now, with those among us, who think nothing good can come of it, we have nothing to say. Let them rejoice in their own cause and be blessed in it. But from the influence this rich, beloved and beautiful literature will exert on our infant world of letters, we hope the most happy results. The diligence, which shuns superficial study; the boldness, which looks for the cause of things, and the desire to fall back on what alone is elementary and eternal in criticism, philosophy and religion; the religious humility and reverence which pervades it, may well stimulate our youth to great works.’

“ Led by these reasons, and anticipating the wishes of the community, the Board of Public Schools, by a wise legislation, intro-

duced German in our course of instruction seven years ago, with the earnest desire that this change might accomplish more than to offer to German-Americans time to unlearn German, and to Anglo-Americans time not to learn it. The success and increasing popularity of this comparatively new feature may be seen from the fact, that the number of pupils studying German in our schools, has risen to above 8,000 this year.

“ With the introduction of German into our schools we have not only secured a homogeneous education to all our children, which is invaluable in itself; but also brought into closer contact, and given still more and still greater common interests to, the citizens of both nationalities.

The German-American loves the land of his birth, as the Virginian or New-Englander does his State; but he has taken his future with the Union. Meet him abroad, even in his old home, and you will hear him say with almost Roman pride: ‘I am an American citizen.’ Filial tenderness to his native land does not diminish that love and loyalty to our common home, which dark hours of peril have tested. He will not allow his children to neglect any of the studies in which the youth of our cities are drilled. His children above all things shall speak English with purity. But he wants them to study German too, because he considers full command of English *and* German as the proudest inheritance of his child. While his child’s mind will become well stored during his school years with the treasures of an American education and the beloved principles on which it rests, he wants to keep the channel unclogged through which also the limpid stream of German lore may swell his mind.”

In the Cleveland Report, Supt. A. J. Rickoff presents the subject as follows:

“ That the English language is the language of our country, that it ought to be cultivated by all as the national tongue is accepted by every man of native or foreign birth; but it must be confessed that the German language is the only one well understood by a very large part, and perhaps the only one understood at all by a fourth part of the population of our western cities. That the natural ties of a common nationality and of a common medium of social

intercourse, draw the German people together, and that their numbers enable the great mass of them to find ample supply among themselves for all their wants, and that there are among them those who through selfishness, or fanaticism, labor to perpetuate the barriers which separate them from their American fellow citizens, has been so long observed that it cannot be denied. Any foreigner who would spend a few days traversing our larger cities for the purpose of making a study of our population, would find two nationalities growing up side by side, and it would not require many years further observation to show him that they were much more rapidly growing than commingling.

“How these nationalities may be made one, how their interests and sympathies may be made to harmonize, not only in all great state and national questions, but also in matters of local administration, is one of the most serious questions for the statesman and social economist. And yet the question is not a difficult one. The education of the schools is a powerful agency and may be relied upon, in co-operation with our political and social institutions, to make the descendants of the immigrants one with our own children in habits of thought, action and feeling. It is not alone, nor even mainly the instruction of the teacher that will bring about the result. The familiar intercourse of children associated year after year in the same classes, is the direct and efficient means of the greatest good.

“That the schools are open to all is not sufficient, as the experience of any city largely inhabited by Germans, will thoroughly demonstrate. Our own case is only a parallel to that of all others. Three years ago, careful inquiry disclosed the fact that there were more than two thousand in average daily attendance upon German private schools—German children whose parents are among the staunchest friends of our Public School system. In some of these schools, possibly all of them, English was taught by German masters. Thus supplied with English as well as German instruction in their own schools, they were almost entirely separated from children of American parentage. That these separate schools exist only that the children may be taught German, and that they are so extensively patronized in all cities where good provision is not made for teaching the language in the Public Schools, sufficiently proves that they will not be abandoned unless the Public Schools can be made to take their place.

“ But though there were no inconvenience or danger to be apprehended from separate schools, though there were no demand for the introduction of German into our Public Schools, would it not be worthy of serious consideration, whether it ought not to be introduced for the sake of the literary, scientific and artistic treasures open to the student of the German language, for the better education which the study of language affords, and finally, for its advantages in the business world. There is no educational theory better established than that the learning of a foreign language does not prevent the child who takes it, from advancing with equal strides in the full quota of studies pursued by his fellows of equal mental capacity, but who learn only their own language. This theory which has been adopted by thoughtful and observant scholars for centuries, seems to have received new proof in the statistics of the Public Schools of Cincinnati for the past fifteen years. In that city, there are some schools composed almost exclusively of children of German parentage, others of English.

“ The classification of all these schools is identically the same, the same conditions of transfer are required of all ; the questions asked at all examinations for promotion are precisely the same. What is the result ? Are the pupils of the purely English schools any younger or do they pass any more creditable examinations than the children of the almost exclusively German districts ? No, but on the contrary it is the uniform testimony of the statistical tables to which I have referred, and which have been carefully kept for the last fifteen years, that the German children come to the grade or class pursuing the studies of the sixth year of the course nearly a year younger than the children of the English districts. Nor is this the law with children of German parentage alone. The advantage seems to be equally with the children of American parentage, who pursue the study of the German language. It will not do, therefore to claim that the German children are ‘ smarter ’ than the American. The fact is, these statistics afford apparent reason for granting the validity of the claim which was long ago instituted in behalf of the study of Latin and Greek. But whether we assume this ground or not, it is safe to say that, in the same time at least, and at but little greater cost, we may avail ourselves of the large German element in the population of this country for the broader and more generous education of the whole people.

“The Common Schools, originally established for the purpose of supplying the essential elements of an English education, have become almost the sole agents for the education of the children of the whole people. Their excellence, wherever they have been liberally sustained, has attracted to them alike the children of the educated, the wealthy, the ignorant and the poor. To be cheap enough for the last they must be free, to be good enough for the first—and they have equal rights with others—they must keep step with the growing demands of an advancing civilization. The State, for its own safety, took the business of education into its own hands, but it has monopolized the work, and the claims of the most liberal friends of culture cannot be logically nor justly resisted.”

EDUCATE BOYS AND GIRLS TOGETHER.

The following remarks are extracted from the last Annual Report of Superintendent Harris, of St. Louis :

“That which theory establishes and experience verifies may be safely followed. The co-education of the sexes within the limits of certain ages, and within certain sections of the United States, may be considered approved by the two-fold demonstration of theory and practice. Whether these limits of age and place may be transcended with advantage, is a question for practical experiment to solve. Theory is in favor of the extension of co-education far beyond present practice, and as a fact, the latter is creeping along conservatively up to the standard of the former. The admission of females into colleges and scientific institutions, heretofore open exclusively to males, is the straw on the moving current and tells what is coming. It is in accordance with the spirit of our institutions to treat women as self-determining beings, and as less in want of those external artificial barriers that were built up in such profusion in past times. We give to youth of both sexes more privileges or opportunities for self-control than are given in the old-world society. Each generation takes a step in advance in this respect.

“Occasionally, as in San Francisco, there is a returning eddy which may be caused by the unbalanced condition of society found on frontiers. Old cities like New York and Boston may move very slowly in this direction because of enormous expense required to change buildings and school-yards, so as to adapt them to the wants of “mixed schools.” In fact, the small size of school-yards in many cities, renders this change next to impossible. Western cities will take the lead in this matter and outstrip the East. Within fifteen years the schools of St. Louis have been entirely remodeled on this plan, and the results have proved so admirable that a few remarks may be ventured on the experience which they furnish. I wish to speak of the effects on the school system itself and of the effects upon the individual pupils attending.

“I. *Economy* has been secured through the circumstance, that the co-education of the sexes makes it possible to have better classification and at the same time larger classes. Unless proper grading is interfered with, and pupils of widely different attainments brought together in the same classes, the separation of the sexes requires twice as many teachers to teach the same number of pupils. This remark applies, of course, particularly to sparsely settled districts. The item of economy is very considerable, but is not to be compared with the other and greater advantages arising.

“While it is conceded by the opponents of co-education, that primary schools may be mixed to advantage, they with one accord oppose the system for schools of a higher grade. Now what is singular in our experience, is the fact that our High school was the first experiment on this plan for classes above the primary. Economy and better classification were the controlling reasons that initiated this experiment, and from the High school the system has crept down through all the intermediate grades. What had been found practicable and satisfactory in the highest grades, could not long be kept away from the lower ones.

“II. *Discipline* has improved continually with the adoption of mixed schools. Our change in St. Louis has been so gradual that we have been able to weigh with the utmost exactness every point of comparison between the two systems.

“ The mixing of the male and female departments of a school has always been followed by improvement in discipline; not merely on the part of the boys but on that of the girls as well. The rudeness and abandon which prevails among boys, when separate, at once gives place to self-restraint in the presence of girls. The prurient sentimentality engendered by educating girls apart from boys,—it is manifested by a frivolous and silly bearing when such girls are brought into the society of the opposite sex—this disappears almost entirely in mixed schools. In its place a quiet self possession reigns. The consequence of this is a general prevalence of milder forms of discipline. Boys and girls originating—according to nature’s plan—in the same family as brothers and sisters, their culture should be together, so that the social instincts be saved from abnormal, diseased action. The natural dependence of each individual upon all the rest in society should not be prevented by isolating one sex from another during the most formative stages of growth.

“ III. *Instruction* is also greatly improved. Where the sexes are separate, methods of instruction are unbalanced and gravitate continually toward extremes that may be called masculine and feminine. The masculine extreme is mechanical formalizing in its lowest shape, and the merely intellectual training on its highest side. The feminine extreme is the learning-by-rote system on the lower side, and the superfluity of sentiment in the higher activities. Each needs the other as a counter-check, and it is only through their union that educational methods attain completeness and do not foster one-sidedness in the pupil. We find here that mixed schools are noted for the prevalence of a certain healthy tone which schools on the separate system lack. More rapid progress is the consequence, and we find girls making wonderful advances even in mathematical studies, while boys seem to take hold of literature far better for the influence of the female portion of the class.

“ IV. *Individual development* is, as already indicated, far more sound and healthy. It has been found that schools kept exclusively for girls or boys, require a much more strict surveillance on the part of the teachers. The girls confined by themselves develop the sexual tension much earlier, their imagination being

and Normal School certificates are very poorly qualified to teach. Some candidates have been found who could not work questions in simple multiplication; who could not add $\frac{1}{2}$ and $\frac{1}{3}$; who could not find $\frac{2}{3}$ of 12; who could not tell the objective case from the nominative; in fact, who could not be promoted from a 5th grade primary class to the Grammar Department on the standard of the last city examination. Teachers from the State Normal School, armed with 2d grade certificates entitling them to teach as assistants in any Grammar School in the State, were found, who could not divide 5 by the decimal .02; who could neither analyze a simple sentence, nor parse a noun in the nominative case.

At the last State Examination held in this city, young girls who failed to graduate from the first grades of the grammar schools, received 3d grade certificates, and are now "qualified teachers." The State questions were much more difficult than the city, and it is not easy to understand how they obtained certificates. Miss X, in one of the grammar schools, failed on the examination for graduation in May, receiving only 51 per cent., the standard for graduation being 75 per cent. Yet in the following June examinations held by the State Board of examination she received a State certificate on 65 per cent. Miss Y., from one of the Grammar Schools, also failed, receiving only 56 per cent.; yet she also received a State certificate, on 65 per cent. It is a low standard for certificates, when the standard is 25 per cent. below that for graduation from a grammar school. Not only did they know nothing of methods—they did not know as much of the elementary studies as we require of the pupils they may be called upon to teach. Young ladies with these Normal School certificates, claiming to have a knowledge of algebra, could not add plus a and minus a ; and several were of the opinion that the product of x by x was $2x$. In natural philosophy, in which their certificates showed them proficient, several were in total ignorance of Newton's law of gravitation. These results are not mentioned in any captious spirit; but they are facts that demand serious attention, and some remedy must be devised, or education will become a farce.

Every uneducated and incompetent teacher elected to a position in the schools fills a place which might be occupied by a thoroughly trained and educated teacher, and so lowers the efficiency of the schools.

That we have in our schools too many teachers floated into position on certificates obtained without examination, or by special favoritism in allowing extra credits, is well known by professional teachers. That our schools are suffering from such teachers, is well known.

A NORMAL CLASS FOR TEACHERS.

From 1854 to 1862, some kind of instruction was provided for teachers by means of monthly evening meetings, or by a weekly Normal evening school. During the past two years nothing of the kind has been held. A Normal school for teachers, held one evening every week, on which the attendance should be voluntary, with the exception of probationary teachers holding certificates of the lowest grade, would supply a want which must be evident to all who observe the methods pursued in many of the schools. There are many young teachers who would gladly avail themselves of the opportunity, if such classes were opened. The cost need not exceed one hundred dollars a month, and the benefits derived would be very great.

SUPPLEMENTARY STATISTICS.

In publishing the annual report for the school year ending June 30th, 1871, the delay is usually so great that the statistics are comparatively old. The changes in the Department consequent upon the occupation of several new buildings that it has been deemed advisable to include in this report a statement of the classification of the schools down to the latest possible date, September 1st, 1871. These statistics will be found in the following tables :

SUPPLEMENTARY STATISTICS, SEPTEMBER 1, 1871.

I. TEACHERS.

NUMBER OF TEACHERS, SEPTEMBER 1, 1871.

Principals of Grammar Schools.....	12
Teachers of First Grade Classes.....	13
Teachers of Second Grade Classes.....	20
Teachers of Third Grade Classes.....	26
Teachers of Fourth Grade Classes.....	38

Whole number in Grammar Grades..... 108

PRIMARY TEACHERS.

Principals of Eight or more Classes.....	15
Teachers of Fifth Grade Classes.....	59
Teachers of Sixth Grade Classes.....	44
Teachers of Seventh Grade Classes.....	74
Teachers of Eighth Grade Classes.....	107

Whole number in Primary Grades..... 299

Total number of regular Teachers.....	407
Number of High School Teachers.....	13
Special Teachers in French and German.....	13
Special Teachers of Music and Drawing.....	5

Total number of High, Grammar and Special Teachers 438

Evening School Teachers..... 19

Grand Total..... 457

NUMBER OF MEN EMPLOYED AS TEACHERS.

Principals of Grammar Schools.....	11
Vice-Principals of Grammar Schools.....	9
Principals of Outside and Mixed Schools.....	4
Special Teachers of Music.....	3
Special Teachers of Drawing.....	2
Special Teachers of French and German.....	1
High Schools.....	5
Total	45

NUMBER OF WOMEN EMPLOYED AS TEACHERS.

Principals of Primary Schools, having eight or more Classes	15
Principals of Primary Schools, having less than eight Classes	14
Principal of Grammar Schools.....	1
Vice-Principals of Grammar Schools.....	2
Assistants in High Schools	1
Assistants in Grammar Grades.....	87
Assistants in Primary Grades.....	263
Special Teachers in French and German.....	3
Total	393
Grand Total.....	438

II. GRADING.

NUMBER OF PUPILS IN EACH GRADE.

GRAMMAR.	JULY, 1871.	AUGUST, 1871.
.....	503	540
.....	969	966
.....	1,322	1,316
.....	1,797	1,800
.....	4,591	4,622

PRIMARY.	JULY, 1871.	AUGUST, 1871.
.....	2,837	2,903
.....	1,835	2,175
.....	3,736	3,602
.....	5,695	5,932
.....	14,003	14,612

III. PUPILS.

NUMBER ENROLLED.	AUGUST, 1871.	JULY, 1871.
ool.....	391	386
: Schools.....	4,591	4,622
Schools.....	14,003	14,612
Schools.....	780	832
.....	19,765	20,452

SUPPLEMENTARY REPORT OF THE CLASSIFICATION AND

SCHOOL.	GRAMMAR GRADES					PRIMARY GRADES.					Gr W Total
	1	2	3	4	Total	5	6	7	8	Total	
Lincoln.....	108	220	119	334	881	279				279	1160
South Cosmopolitan..	108	108	214	230	660						660
Denman.....	82	100	107	143	432	26	18	8		52	484
Rincon.....	52	79	160	176	467	48				48	515
Valencia.....	33	44	90	184	351	283	161	28		472	823
Hayes Valley.....	39	91	100	97	327	169	100	180	60	509	836
Broadway.....	22	44	79	115	260	127	81	82		290	550
Washington.....	31	83	52	103	269	222	116			338	607
Spring Valley.....	19	49	41	119	328	95	88			183	511
Eighth Street.....	34	90	71	73	268	157	98	52	62	369	637
Union.....		40	64	108	212	168	174	174	60	576	788
South San Francisco	10	29	49	68	156	86	66	129	31	312	468
Tehama.....		10	15	51	76	15	20	55	124	214	290
South Cosmopolitan,						99	72	182	426		779
Lincoln.....						243	92	226	215		776
Market Street.....						153	122	230	167		672
Silver Street.....						20	70	142	258		490
Fourth Street.....						55	97	163	220		535
Eighth Street.....						51	47	168	309		575
Shotwell Street.....								111			111
Bush Street.....								168	324		492
Greenwich Street.....							50	115	185		350
Mason and Taylor Sts								177	375		552
Broadway.....						66	73	112	150		381
North Cosmopolitan.						28	28	116	182		354
Powell Street.....								180	316		496
Pine and Larkin Sts						94	206	83	250	639	932
Mission.....							77	120	207	404	501
Union.....							50	61	333	444	544
Hayes Valley.....								37	196	233	270
Mission and Mary Sts								108	197	305	413
Geary Street.....						49	60		119	218	267
Tyler Street.....							25	71	101	203	229
Potrero.....			20	17	37	16	16	26	56	114	153
Spring Valley.....							44	70	134	248	292
Pine Street.....							16	20	43	79	95
Fairmount.....						6	9	15	69	99	120
San Bruno.....						17	14	24	44	99	116
Colored.....			7	2	9	15		11	33	59	74
Laguna Honda.....			2	2	4	7	6	8	13	24	28
Ocean House.....			1	3	4		7	7	8	22	26
Model.....						54	69	58	68	249	293
West End.....				5	5	8	9	10	26	53	58
Cliff House (ungraded)								33		33	33
Fifth St. colored, "								11		11	11
Total.....	340	906	1,316	1,800	4,632	2,905	2,175	3,602	5,932	14,614	19,246
Evening.....											25
Boys' High.....					131						131
Girls' High.....	15	31	76	133	255						255
Total.....	15	31	76	133	355						380
Grand total.....					5,008						20,000

NDANCE OF ALL THE PUBLIC SCHOOLS, AUGUST 25, 1871.

SCHOOL.	GRAMMAR.			PRIMARY.			VACANT SEATS.		Special Teachers of French and German.
	No. of Teachers.	Average No. to a Teacher.	Principals without Classes.	No. of Teachers.	Average No. to a Teacher.	Principals without Classes.	Grammar.	Primary	
.....	16	53	1	5	56	.....	29	7	.....
.....	12	55	1	.....	.....	.....	.....	.....	2
.....	11	55	1	2	55	.....	16	13	.....
.....	11	54	1	1	48	.....	36	.....	.....
.....	7	47	1	9	53	.....	27	15	2
.....	7	47	1	9	56	.....	38	16	2
.....	6	49	1	5	54	.....	8	23	.....
.....	5	50	1	6	56	.....	25	14	2
.....	5	46	1	4	46	.....	14	49	.....
.....	5	52	1	6	53	.....	.....	14	.....
.....	4	50	1	10	57	.....	35	93	.....
.....	4	47	.....	5	56	.....	10	3	.....
.....	2	38	.....	4	53	.....	5	46	.....
.....	.....	.....	.....	15	52	1	.....	121	.....
.....	.....	.....	.....	16	49	1	.....	36	2
.....	.....	.....	.....	12	58	1	.....	39	.....
.....	.....	.....	.....	12	41	1	.....	107	.....
.....	.....	.....	.....	12	54	1	.....	32	.....
.....	.....	.....	.....	10	55	1	.....	2	.....
.....	.....	.....	.....	12	54	1	.....	48	.....
.....	.....	.....	.....	8	61	1	.....	7	.....
.....	.....	.....	.....	9	50	1	.....	.....	1
.....	.....	.....	.....	9	61	1	.....	.....	.....
.....	.....	.....	.....	9	47	1	.....	.....	.....
.....	.....	.....	.....	6	52	.....	.....	8	.....
.....	.....	.....	.....	8	62	.....	.....	.....	.....
.....	.....	.....	.....	12	53	1	.....	15	.....
.....	.....	.....	.....	8	50	1	.....	57	.....
.....	.....	.....	.....	8	55	1	.....	80	.....
.....	.....	.....	.....	5	46	.....	.....	2	.....
.....	.....	.....	.....	5	61	.....	.....	1	.....
.....	.....	.....	.....	4	54	.....	.....	47	.....
.....	.....	.....	.....	4	50	.....	.....	30	.....
.....	1	37	.....	3	57	.....	.....	40	.....
.....	.....	.....	.....	4	59	.....	.....	.....	.....
.....	.....	.....	.....	2	39	.....	.....	.....	.....
.....	.....	.....	.....	2	49	.....	.....	.....	.....
.....	.....	.....	.....	2	45	.....	.....	3	.....
.....	1	.....	.....	1	34	.....	.....	.....	.....
.....	.....	.....	.....	1	38	.....	.....	.....	.....
.....	.....	.....	.....	1	26	.....	.....	.....	.....
.....	.....	.....	.....	4	65	1	.....	.....	.....
.....	.....	.....	.....	2	30	.....	.....	35	.....
.....	.....	.....	.....	1	33	.....	.....	20	.....
.....	.....	.....	.....	1	11	.....	.....	39	.....
.....	97	47½	12	284	51 2-5	15	243	1,062	11
.....	18	46	1	.....	.....	.....	.....	.....	.....
.....	5	26	.....	.....	.....	.....	.....	.....	1
.....	8	32	.....	.....	.....	.....	.....	.....	1
.....	31	.....	1	.....	.....	.....	.....	.....	2
.....	128	.....	12	284	.....	15	.....	.....	13

SCHEDULE OF SALARIES, 1870-71.

TO WHOM PAID.	EACH PER MONTH.	PER ANNUM.
One Principal of Boys' High School...	\$250 00	\$3,000 00
Five Assistants of Boys' High School.	150 00	1,800 00
One Assistant of Boys' High School	100 00	1,200 00
One Principal of Girls' High School	208 83	2,500 00
One Assistant of Girls' High School.....	110 00	1,320 00
Three Assistants of Girls' High School.....	100 00	1,200 00
Two Assistants of Girls' High School.....	95 00	1,140 00
One Principal of Model School.	125 00	1,500 00
Thirteen Principals of Grammar Schools.....	175 00	2,100 00
Nine Vice-Principals of Grammar Schools.....	125 00	1,500 00
Nine Head Assistants of Grammar Schools	83 33	1,000 00
Three Assistants teaching First Grades	83 33	1,000 00
Four Assistants teaching Second Grades, boys.....	83 33	1,000 00
Eleven Assistants teaching Second Grades, girls	75 00	900 00
Seven Assistants teaching Third Grades, boys	72 50	870 00
Fifty-one Assistants teaching Third and Fourth Grades	70 00	840 00
One General Assistant	100 00	1,200 00
Seven Principals of Prim. Schools of 12 classes or more	115 00	1,380 00
Six Principals of Primary Schools of 8 classes or more..	100 00	1,200 00
Seven Principals of Prim. Schools of 4 classes or more	85 00	1,020 00
Seven Principals of Prim. Schools of 2 classes or more..	75 00	900 00
One Principal of Ocean House School.	100 00	1,200 00
One Principal of West End School	100 00	1,200 00
One Principal of Colored School	100 00	1,200 00
One hundred and seventy-eight Assist's Prim. Schools	67 50	810 00
Twenty-eight Principal Teachers, First Grade....	55 00	660 00
Thirty Principal Teachers, Second Grade.....	50 00	600 00
Three Teachers of Music	150 00	1,800 00
Two Teachers of Drawing	150 00	1,800 00
One Teacher of Drawing	20 00	240 00
One Principal of Evening Schools	60 00	720 00
Twenty Assistants of Evening Schools	50 00	600 00

SCHEDULE OF SALARIES FOR 1871-72.

ADOPTED OCTOBER 10, 1871.

TO WHOM PAID.	EACH PER MONTH.	PER ANNUM.
Boys' High School.....	\$ 250 00	\$ 3,000 00
Boys' High School.....	150 00	1,800 00
Girls' High School.....	125 00	1,500 00
Model School.....	125 00	1,500 00
of Grammar Schools.....	175 00	2,100 00
pals of Grammar Schools.....	125 00	1,500 00
tants of Grammar Schools.....	100 00	1,200 00
eaching First Grades.....	83 33	1,000 00
eaching Second Grades—Boys.....	83 33	1,000 00
eaching Second Grades—Girls.....	75 00	900 00
eaching Third Grades—Boys.....	72 50	870 00
eaching Third and Fourth Grades—Girls	70 00	840 00
l Assistants.....	125 00	1,500 00
l Assistants.....	100 00	1,200 00
f Primary Schools of 15 classes or more	125 00	1,500 00
f Primary Schools of 10 classes or more	115 00	1,380 00
f Primary Schools of 6 classes or more..	100 00	1,200 00
f Primary Schools of 4 classes or more..	85 00	1,020 00
f Primary Schools of 2 classes or more..	75 00	900 00
Colored Schools.....	100 00	1,200 00
f Primary Schools.....	67 50	810 00
y Teachers, First Grade.....	55 00	660 00
y Teachers, Second Grade.....	50 00	600 00
Music.....	150 00	1,800 00
Drawing.....	150 00	1,800 00
Evening Schools.....	60 00	.....
f Evening Schools.....	50 00	.....
Lincoln School.....	25 00	300 00

SALARIES OF JANITORS, 1870-71.

SCHOOLS.	SALARY PER MONTH
Lincoln Grammar, and Hayes Valley Grammar and Evening....	\$226 00
Denman.....	80 00
Rincon.....	65 00
Washington.....	95 00
South Cosmopolitan Grammar and Bush Street Cosmopolitan..	96 00
Broadway Grammar.....	80 00
Eighth Street Grammar.....	86 00
Valencia Street Grammar.....	86 00
North Cosmopolitan.....	55 00
Spring Valley Grammar and Primary.....	75 00
Boys' High and Powell Street Primary.....	76 00
Girls' High School.....	75 00
Union Grammar and Primary.....	90 00
South San Francisco.....	40 00
Tehama.....	76 00
Lincoln Primary.....	70 00
South Cosmopolitan Primary.....	75 00
Fourth Street and Silver Street Primary.....	110 00
Shotwell Street Primary.....	40 00
Market Street Primary.....	70 00
Hayes Valley Prim'y, Tyler Street Prim'y and Pine St. Prim'y..	80 00
Eighth Street Primary.....	60 00
Pine and Larkin Streets Primary.....	66 00
Greenwich Street Cosmopolitan.....	40 00
Mission Primary.....	40 00
Sutter Street Cosmopolitan.....	40 00
Fairmount and West End.....	33 00
Mason Street Cosmopolitan.....	30 00
Taylor Street Cosmopolitan.....	25 00
Mission Street Cosmopolitan.....	25 00
Broadway Primary.....	30 00
Potrero.....	25 00
Geary Street Cosmopolitan.....	20 00
San Bruno.....	15 00
Colored.....	15 00
Point Lobos.....	15 00
Laguna Honda.....	10 00
Ocean House.....	8 00
Assistant Janitor Boys' High.....	7 50
Assistant Janitor Boys' High.....	7 50
Total	\$2,228 00

BOARD OF EDUCATION—1871.

PRESIDENT.....J. M. BURNETT.

WARDS.	MEMBERS.	RESIDENCE.
1st...	W. A. PLUNKETT....	...528 California street ; dwelling, 335 Union street.
2d...	JOSEPH CLEMENT...	..... 710 Washington St ; dwelling, 526 Green St.
3d...	ROBERT LEWELLYN...	..... .14 Clay street.
4th...	C. H. REYNOLDS...	329 Montgomery St.; dwelling, 1314 Washington St.
5th...	JOHN P. SHINE.....	
6th...	JOSEPH W. MATHER.	.....305 Sansome street.
7th...	JOHN F. MEAGHER..	.....439 California street.
8th...	A. L. WANGENHEIM..	.....127, 129 Sansome street.
9th....	EDWARD KRUSE.....	209 Front St.; dwell'g, 1053 Harrison, cor. Seventh.
10th..	A. K. HAWKINS.....	.....645 Market St.; dwelling, 315 Jones St.
11th..	M. J. DONOVAN.....	.....209 Sixth St.; dwelling, 231 Eighth St.
12th..	J. M. BURNETT.....	57 and 58 Exch. Build'g, cor. Mont'y and Wash'n Sts.; dwelling, N.W. cor. Polk & Jackson Sts.

Superintendent Common Schools, J. H. WIDBER.....22 City Hall.
Deputy Superintendent Common Schools, JOHN SWETT...22 City Hall.
Secretary Board of Education, GEORGE BEANSTON.....22 City Hall.
Clerk Board of Education, RICHARD OTT.....22 City Hall.
Messenger Board of Education, JAMES DUFFY.....22 City Hall.

STANDING COMMITTEES—1871.

COMMITTEE ON	DIRECTORS.
Rules and Regulations...	.....Meagher, Mather and Clement.
Classification.....	.....Mather, Plunkett, Reynolds, Sup't and Pres't.
High Schools.....	.....Clement, Shine and Reynolds.
School Houses and Sites..	.....Donovan, Lewellyn and Wangenheim.
Judiciary and Salaries...	.....Plunkett, Kruse and Hawkins.
Finance.....	.....Hawkins, Kruse and Shine.
Cosmopolitan Schools...	.....Kruse, Clement and Wangenheim.
Furniture and Supplies..	.....Reynolds, Meagher and Clement.
Printing.....	.....Lewellyn, Wangenheim and Donovan.
Evening Schools.....	.....Wangenheim, Kruse and Lewellyn.
Janitors.....	.....Shine, Donovan, Plunkett and Superintendent.

J. H. WIDBER,
Superintendent of Common Schools.



DEPUTY SUPERINTENDENT.

It was thought by some, at the time of the passage of the Act creating the office of Deputy Superintendent, that the work of the Department could be done by the Superintendent. But, if anything is to be done in the way of personal inspection of schools, an Assistant Superintendent is needed. The time of the Superintendent must necessarily be given mainly to the business details of the Department in the rooms of the Board. Indeed, one Assistant Superintendent can only make a beginning of the work which ought to be done to keep the schools in good running condition.

The city of New York employs four Assistant Superintendents—two at a salary of \$4,200 each ; two at a salary of \$3,600 each, and a chief at a salary of \$4,700 per annum. St. Louis employs two Assistant Superintendents, Chicago one, and Boston is asking for two. In those cities they find that personal supervision of schools is indispensable to success. Our own city cannot afford to be an exception.

CONCLUSION.

In making the report of the annual examinations, it would have been more agreeable to me personally to have found less to criticise. It would have occasioned less complaint to have proposed easy questions, to have recommended to the Board a lower standard, to have promoted every pupil, and to have wound up with the pleasing delusion “that our schools are the finest in the world.”

I have been for nearly twenty years engaged in educational work in this city and State, and I feel proud of our system of public schools ; but I do not think we have reached perfection, and I have yet to learn that our schools are above criticism.

In raising the standard of promotion and graduation ; in cutting down the course of study and dropping some text-books ; in calling

attention to the low standard of teachers' certificates, I regret that any personal feelings of fault-finding have been excited on the part of any teachers. Time will probably determine who is in the right, and who is in the wrong.

I cannot close without returning thanks to the President of the Board, the Committee on Classification, and the Board of Education, for their cordial co-operation in adopting the new course of instruction, and in conducting the annual examinations.

Very respectfully,

JOHN SWETT,

Deputy Superintendent of Common Schools.

SAN FRANCISCO, September 1st, 1871.

COURSE OF INSTRUCTION.

1. *General Suggestions.*—In the following course of study, detailed methods are left to the individual tact and skill of the teacher. Certain results are required ; but it is not expected that all will reach those results in exactly the same way. The text-books are an aid to teachers, but are subordinate to skillful teaching. Examinations will be held within the bounds of topics prescribed in the course, but will not necessarily be confined to the details of the text-books.

2. *Divisions, Classes, and Recitations.*—Each class in the Grammar Department may be advantageously divided into two sections for the purpose of recitation ; but the discretion of the teacher must be exercised as to what recitations this division shall include. In memorized lessons, such as Geography, History and Word-analysis, a class can, sometimes, with advantage, be divided into sections of ten or twenty each, thus allowing most of the class to study while the few are reciting. In other lessons, as Arithmetic and Grammar, the undivided attention of the entire class is needed.

Every teacher should have an established order of exercises, which may be changed during the year according to the circumstances of the class. No uniform rule can be established respecting the frequency or length of recitations. Some part of the time each day must be allowed for study ; but the amount to be

given depends upon the character of the recitations. When a class is not divided into sections, the entire class must be allowed time for study, and taught how to study.

3. *Recitations and Use of Text-Books.*—The aim of teachers in conducting recitations should be to ascertain if their pupils have given reasonable attention to lessons assigned for study, and to supplement the text-book lessons with such illustrations and explanations as are necessary to a clear understanding of the subject.

The arrangement of lessons in text-books is far from perfect, and the teacher must constantly exercise a wise discrimination, both in assigning lessons and in omitting unimportant matter. In Geography, while the whole may be read with open book, not more than one-fourth, at most, of the matter in each one of the three text-books used, ought to be memorized. The important points should be marked in every advanced lesson assigned for study; otherwise the mind of the child is burdened with too many details. In History, while the whole should be read in the class, not more than one-fifth should be marked for memorizing. In Grammar, as a general rule, the notes and exceptions in fine print should be *read*, and not memorized. The readers should be used as most valuable aids in Composition, Grammar and Spelling. Recitation-records should be kept; but it is by no means desirable that every recitation should be recorded.

Frequently, the recitation of an assigned lesson should be brief, the principal part of the time being devoted to explanations and illustrations by the teacher. A written review, on Friday, will frequently afford the best standard of work during the week. It is not desirable that teachers be made recording clerks for pupils.

While recitations in History, Geography and Grammar may sometimes be conducted in writing, teachers are cautioned against a neglect of oral recitation.

Teachers are expected to explain each new lesson assigned, so that each pupil may know what he is expected to do at the next recitation, and how it is to be done. Rules and definitions

should be plain, simple and concise; and if deduced by pupils and teachers from the exercises, are more valuable than if memorized from the book. Teachers should never proceed with a recitation without the attention of the whole class, nor put questions in regular rotation around the class. Simultaneous recitation should not be resorted to, except for the purpose of giving occasional variety to exercises, of arousing or exciting the class when dull and drowsy, of aiding to fix in the mind important definitions, tables, etc., and also in certain spelling and elocutionary exercises.

4. *Arithmetic*.—In the Primary grades, mental and written arithmetic, are combined in the same text-book. In the Grammar grades, two text-books are used, but they are used together the same topics in each being taught in connection. Before taking up the subject of written fractions, the sections, treating of fractions, in the mental arithmetic, should be thoroughly learned, as an introduction to the written work.

One great object of the study of arithmetic is mental discipline. To secure this, it is better that the class should work under the immediate direction of the teacher. Hence the regulations forbidding teachers to assign any arithmetic lessons to be learned at home.

One hour a day will be amply sufficient to complete the course in each grade. The blackboards should be kept in constant use both by teachers and pupils.

Accuracy rather than quickness should be the rule. The pupil should be taught the principle underlying every process in the fundamental rules of arithmetic. It is easier for the time to teach the child to place units under units, and tens under tens; but the principle that pertains everywhere, in simple and compound numbers, and decimals, is to place numbers of the same denomination under each other for addition.

It is easier to say "begin at the right hand column," but the principle is,—begin at the lowest denomination. It is easier to say "write the right hand figure and carry the left hand figure to the next column;" but the principle is—to reduce the number to the next higher denomination, placing the remainder under

the column added, since it is of the same denomination. The same principle runs through compound numbers. These hints apply to subtraction, multiplication and division.

In multiplying 12 by $\frac{3}{4}$, a rule may be given to multiply the whole number by the numerator and divide the product by the denominator, but it is a better method to say that multiplying 12 by $\frac{3}{4}$ is taking three-fourths of 12: divide 12 by 4 to find $\frac{1}{4}$, which is 3, and multiply 3 by 3 to find $\frac{3}{4}$, and the same in other operations with fractions.

5. *Grammar*.—The study of language, though it is the most difficult of all the school studies, ought to be the most interesting. A skillful teacher can make it so. The omission of many of the technical formulas of the text-books, now almost obsolete; the practical application of principles in composition; the continued use of reading lessons, supplemented by the living teacher, will make Grammar both useful and interesting.

6. *Geography*.—The Primary Geography is a book to be read and studied with open book in the class, rather than to be memorized. The mere pronunciation of names is a difficult task for young pupils. When teachers consider that the book contains more of detail than most adult heads can well carry, they will perceive the necessity of exercising common sense in the use of the book. One-fourth of the questions, selecting the more important, will be more than enough to be memorized.

In the larger text-books, much of the "local Geography" of the New England, Middle, Western and Southern States ought to be omitted. It is well enough for children residing in each of those sections to learn the whole of the text-book relating to their particular section, but it is unreasonable to require the children of the Pacific Coast to lumber their minds with it.

7. *Writing*.—In writing-lessons, teachers should make use of the blackboard, all the members of the class attending to the same thing at the same time. Important letters and principles of the copy should be written on the board, both correctly and incorrectly, to illustrate errors and excellencies.

In the first lessons in the eighth and seventh grades, on the

slate, the teacher should begin with easy words including the simpler small letters, and easy capitals. The teacher will find that children can learn to make easy capital letters quite as readily as small letters. Attention should constantly be called to the relative proportions of letters. When pupils begin to write with a pen, especial attention must be given to the manner of holding it, as a bad habit formed in the first year is corrected afterwards with great difficulty. The skillful teacher will not be confined to the order of copies in the several numbers of the authorized copy books. In the Grammar grades, specimens of writing should be required and credited monthly.

8. *Spelling*.—Good spelling is an unmistakable sign of culture, and bad spelling, of the lack of it.

The orthography of the English language is so difficult that it must receive a large share of time and practice in any course of instruction and in every grade. The spelling book is only an aid to good spelling; the main reliance for forming a habit of correct spelling must be on the reading lessons, compositions, and other written exercises as provided throughout the course. Written spelling is more valuable than oral; yet the former must not be used exclusively. Both the eye and the ear must lend their aid.

In oral spelling, permit but one trial on a word. No assistance whatever should be given to pupils by pronouncing syllables or by mispronouncing words to indicate the spelling. Pupils should be required to pronounce each word distinctly, after it is dictated by the teacher. Pronounce every word distinctly, in a natural tone of voice. The thundering volume of the old fashioned "spelling tone" adds nothing to the effect of a lesson in orthography.

9. *Composition*.—Exercises in writing compositions constitute the most practical part of Grammar. They should be given in every class above the seventh grade, at least as often as once in two weeks, and still better, weekly.

Copying reading lessons from the open book will be found a valuable aid as an exercise in spelling, punctuation, the use of

capitals, and divisions of paragraphs. These should be followed by written abstracts of easy reading lessons, from memory.

No exercise is more important than that of letter-writing. Particular instruction should be given to the form of beginning and ending; the date; paragraphs; margin; folding; superscription; sealing, etc.

If composition-exercises are given frequently, it will be impossible for the teacher to perform the drudgery of correcting. Pupils should therefore be required to exchange exercises, and correct them in the class, under the direction of the teacher. The exercise of criticism in correcting compositions is quite as valuable to the pupil as the original one of writing them. All corrected compositions should be recopied in a small blank book.

10. *Good Language.*—The correct use of language is a matter of habit rather than of technical study of the rules of Grammar.

It will be one of the arduous duties of every teacher, whether in high or low grade classes, to correct, daily, the inaccuracies of speech resulting from bad habits of pronunciation and of the use of language. The teacher should use plain and pure English, and require pupils to do the same. No provincialisms, no slang, no careless or slovenly pronunciation should be allowed to pass unnoticed. Questions should be direct; answers, concise. Every answer should be a complete sentence.

11. *Morals and Manners.*—Set lectures on these topics will avail but little. Obedience to parents and teachers, kindness, honesty, truthfulness, generosity, self-denial, neatness and diligence, are cultivated in children, not by formal precept, but by calling these qualities into active exercise.

The exercise of good principles confirmed into habit is the true means of forming a good character. The moral faculties, like the intellectual, need daily development from the feeble germs of childhood. Children do not learn arithmetic and grammar merely by repeating rules and formulas; neither will they appreciate and assimilate the foundation principles of right and wrong as rules of action merely by the process of repeating mottoes and maxims. The moral faculties are of slow growth; they need daily culture and exercise until the habit of right thinking

and right doing is formed. There are evil tendencies in the child's nature to be repressed; there are germs of good qualities to be warmed into life and quickened in their growth; and this is the work of skillful teachers during many years of school life.

The selfishness of children is the greatest obstacle to moral training. To teach self-denial and self-control must be the constant care of the teacher. Every case of quarreling, cruelty, fraud, profanity and vulgarity should be made the occasion of a moral lesson.

Good manners are intimately connected with good morals, and teachers should improve every opportunity to teach civility and courtesy. In the Primary Schools, teachers should give particular instruction in the common rules of politeness. The manner of children in their intercourse with schoolmates should receive constant attention. The position of the pupil in his seat, his movements in and out of the room, his manner of reciting, should all be carefully noticed.

No teachers can expect to make their pupils more civil, or more courteous than they show themselves to be. In dress and in manner, they must *be* what they would have their pupils *become*.

12. *Examinations and Promotions.*—The course of study can be completed by most pupils in one year for each grade. Whenever any exceptional pupils can master the work in less time, they can be promoted at the discretion of the Principal.

The annual examination will afford a general test of fitness for promotion, but it is not always a sure guide. It must be supplemented by the judgment of teachers. While pupils should not be hurried through a grade, nor crammed for examination, it is not advisable to retain them too long on one grade.

No reports of the average percentage of classes will be required at the end of the year, as classes differ so much in the ability of pupils, and teachers differ so widely in their manner of crediting, that percentage affords no just basis of comparison.

REGULATIONS OF PRIMARY SCHOOLS.

ARTICLE 1. *Grade*.—The Primary Schools form the lowest grade in the system of public instruction in this city, and in them are taught the rudiments of an education.

ARTICLE 2. *Principals and Teachers*.—Each separate Primary School shall be taught by a Principal, and such assistants as may be necessary. In schools having eight or more classes, an assistant may be appointed to take charge of the highest grade, and the time of the Principal may be devoted to the supervision of the school.

ARTICLE 3. *Classes*.—A full class in the fifth and sixth grades, shall consist of sixty registered pupils, and in the seventh and eighth grades, of seventy pupils, provided they can be comfortably accommodated in the class-room.

ARTICLE 4. *Control*.—All primary classes in the same building as a Grammar School, or connected with one by action of the Board, shall be under the control of the Grammar Principal.

ARTICLE 5. *Lessons*.—No lessons or written exercises shall be assigned to primary pupils to be studied or prepared at home. In arranging their schedules of recitations, teachers must allow time for study in school.

ARTICLE 6. *Writing and Drawing*.—Instruction in writing, drawing, and morals and manners, shall be given by assistants, as directed by Principals.

ARTICLE 7. *Oral Examinations*.—Oral lessons shall be given, as directed by the Principal, and all examinations in this branch shall be conducted orally.

ARTICLE 8. *Physical Exercises*. Physical exercises shall be given in every class at least twice a day.

ARTICLE 9. *Text Book for Teachers*.—Each teacher shall be provided with a copy of Sheldon's Elementary Instructions, as an aid in Oral Lessons, and in Methods of Teaching.

ARTICLE 10. *Vocal Music*.—At least ten minutes daily, in each Primary School shall be devoted to instruction in vocal music; the Princi-

pal of each school shall arrange exchanges of classes and teachers so that the specified instruction may be given. Examinations in music shall be conducted orally, but in musical notation, examinations may be conducted in writing.

EIGHTH GRADE.

SEO. 11. *Arithmetic*.—Counting, reading and writing numbers to 100 ; lessons illustrated by the use of the numeral frame; Roman numerals in connection with the reading lessons; adding small numbers.

Reading and Spelling.—Charts from I to VI; First Reader; spelling from the charts and readers, orally.

Writing.—Script letters and easy capitals.

Oral Lessons.—The five senses, their organs and use ; common objects ; conversational lessons on domestic animals ; primary and secondary colors.

Vocal Music.—Singing, *by rote*, the exercises given in "Mason's National Teacher," Chapter Fourth ; the ascending and descending scale sung by the scale names, and by syllables.

Singing, *by rote*, four songs from the First Music Reader. Time—at least ten minutes, daily.

SEVENTH GRADE.

SEC. 12. *Arithmetic*.—Addition and subtraction of small numbers ; Text Book to Lesson Fifty.

Reading and Spelling.—Second Reader ; spelling of tabulated words at the head of each reading lesson ; writing from dictation one paragraph from a reading lesson, weekly ; copying from the open Reader, once in two weeks, a lesson as an exercise in spelling, punctuation and capitals. Primary Speller to Lesson Fifty.

Writing.—On slates and blackboards ; pens and paper used in classes provided with desks ; capitals and small letters.

Oral Lessons.—Color chart ; common plants, Chart XXI ; conversations on wild animals.

Vocal Music.—Continued practice of the scales, and four more songs from the First Music Reader.

Musical notations from the blackboard, the pupils to copy the notes and other signs on their slates to the following extent: notes, long and short; measures, bar and double bar; rests, short and long; the staff, degrees, lines and spaces; the G clef

For directions, see “Mason’s National Music Teacher,” lessons one to seven. Time—at least ten minutes, daily.

SIXTH GRADE.

SEC. 13. *Arithmetic.*—Multiplication and Division, using a single figure for the multiplier or divisor; Text-book, to Lesson Ninety.

Language.—Naming nouns, adjectives and articles in the reading lessons; correcting common grammatical errors; practice in the use of capital letters; short abstracts of easy reading lessons, as a preliminary to original compositions; copying from the Reader, lessons, or parts of lessons, to cultivate the habit of correct spelling, punctuation, and use of capital letters.

Geography.—Through the United States to Lesson Twenty-nine. The whole to be read; the map questions studied and answered with open book, and about one-fourth, including important points, to be memorized.

Reading and Spelling.—Third Reader; spelling of tabulated words at the head of each reading lesson; dictation of paragraphs to be written, weekly; abbreviations of words usually abbreviated, as they occur in the Reader.

Primary Speller, to Lesson ninety, omitting from Lesson Seventy-eight to Eighty-four.

Oral Lessons.—Plane figures; lines and angles, from the chart; color chart; conversational lessons on common articles which are eaten and worn.

Vocal Music.—Continuation of songs through the First Music Reader, *by rote*, with a view to having the pupils learn the same by note.

First Series of Music Charts for daily practice.

The first six sounds of the scale in the key of G written upon the staff in the G clef.

The signification of the repeat, the slur, and the following letters—p, pp, f, ff, mf.

Triple, quadruple, and sextuple time, and manner of beating them. Notation of eighth notes, and quarter notes. From "Mason's National Music Teacher," Lessons Twelve to Seventeen; Twenty-one, Twenty-four and Twenty-six. Time—at least ten minutes, daily.

FIFTH GRADE.

Sec 14. Arithmetic.—Mental and written combined. Multiplication and Division. Easy lessons in fractions, and the tables of Denominate Numbers. Text-book completed.

Language.—Naming the parts of speech from reading lessons; correcting grammatical errors; constructing easy sentences. Once in two weeks, composition exercises consisting of letter writing; abstracts of easy reading lessons; transposing easy poetry into prose; reports of oral lessons and simple descriptions of objects.

Geography.—Text-book completed. The whole to be read with open book, but not more than one-fourth, including the leading points, to be memorized.

Reading and Spelling.—Fourth Reader, first half. Spelling and defining tabulated words at the head of each reading lesson. Dictation of one or more paragraphs of a reading lesson, at least weekly. Copying, occasionally, from the open book, a reading lesson to cultivate the habit of correct spelling, punctuation, use of capitals, and division into paragraphs. Primary Speller to part second, page sixty-seven. Abbreviations of words commonly abbreviated, as they occur in the Reader.

Oral Lessons.—Animals, Chart XVI; Plants, Chart XXII; Color Chart; Box of Solids.

Vocal Music.—Music Charts for daily practice, and songs and exercises, by note, from the First Music Reader. Sharps and flats, and their use. The Major Diatonic scale by its intervals. Mason's National Music Teacher, lessons twenty-five, twenty-

seven, twenty-nine and thirty-three. Time—at least ten minutes, daily. For promotion, pupils should be able to write at dictation, the whole, half, quarter, and eight eighth notes, and their corresponding rests; to write the staff and G clef in its proper place on the staff; to write at dictation, upon the staff with the G clef, the notes representing the following sounds and pitches:

\bar{g} , \bar{a} , \bar{b} , \bar{c} , \bar{d} , \bar{e} , \bar{f} , \bar{g} , \bar{a} , \bar{b} , \bar{c} , \bar{d} , \bar{e} , \bar{f} , \bar{g} ; also, \bar{f} sharp, \bar{f} sharp, \bar{c} sharp, \bar{b} flat.

REGULATIONS OF GRAMMAR SCHOOLS.

SEC. 15. *Grade.*—The Grammar Schools form the second grade in the system of public instruction established in this city; and in them are taught the common branches of an English education.

SEC. 16. No School shall be a Grammar School, unless it shall have an average attendance of one hundred and twenty-five pupils in the grammar grades; such grading to be ascertained by the Superintendent, and by him reported to the Board.

SEC. 17. *Teachers.*—Each Grammar School shall be instructed by a Principal, Vice-Principal and such assistants as may be needed. Any Grammar School having an average attendance of five hundred or more in the Grammar department, may be allowed two or more Vice-Principals. Any Assistant, other than a Vice-Principal, teaching a class of the first Grade shall be ranked as Head Assistant.

SEC. 18. *Duties of Principals.*—Principals are required to instruct the highest class of the first grade, in Arithmetic, Book-keeping, and Grammar, or in studies equivalent to these as may be allowed by the Committee on Classification. In the Cosmopolitan Schools, the duties of the Principal shall be defined by the Committee on Cosmopolitan Schools. In schools having two or more Vice-Principals, the Principal may devote his whole time to the supervision and direction of assistants and their classes, and the Vice-Principals shall instruct the classes of the highest grade.

SEC. 19. *Duties of Vice-Principals.*—Vice-Principals, in Schools

for boys, and for boys and girls, except as provided in Sec. 18, shall instruct the class next in grade to the highest, and shall take charge of the school in the absence of the Principal. The Principal shall assist the Vice-Principal in taking charge of the boys while in the yard; and in schools which have two yards for boys, the Principal shall supervise one, and the Vice-Principal the other. In schools for girls exclusively, the Vice-Principal shall teach the first class in branches not required to be taught by the Principal.

SEC. 20. *Music and Drawing.*—Vocal Music and Drawing shall be taught by the special teachers in those branches, aided by Principals and assistants, and shall in all respects be regarded as regular school studies.

In schools provided with halls, the classes shall assemble for general singing exercises, once a week.

At least ten minutes, daily—excepting days on which lessons are given by the Special Music Teacher—shall be devoted by the teacher of each class, to instruction in music, as required in the course of study; and, in case any teacher does not understand enough of music to give the instruction required, the Principal of each school shall so arrange an exchange of classes and teachers that the specified instruction may be given.

Examinations in musical notation may be in writing; but the examination in singing shall be oral, and shall be counted equal with musical notation.

SEC. 21. *Lessons out of School.*—Lessons assigned for home study shall not be such as to require a pupil of average capacity to study more than one hour a day.

Exercises in Grammatical Analysis, and Written Arithmetic, shall not be assigned for home study.

SEC. 22. *Arithmetic.*—In teaching Arithmetic, all teachers shall be at liberty to use any text-books for the purpose of illustration, or for examples; but such books shall not be used to the exclusion or neglect of the prescribed text-books, nor shall pupils be required to furnish themselves with any but the prescribed books.

SEC. 23. *French and German.*—In the Cosmopolitan Schools, and in such other schools as may be ordered by the Board, the study

of both the French and German languages may be pursued, and two hours a day shall be allowed for these languages.

SEC. 24. *Number in Class.*—A full class in each of the Grammar grades shall consist of 54 registered pupils, provided that number can be comfortably seated in the school-room.

SEC. 25. *Oral Lessons.*—In schools provided with cabinets, the Principals shall give to all Grammar-grades general object lessons on Metals and Minerals, and shall use the philosophical apparatus, if there be any, to illustrate oral lessons in Natural Philosophy.

SEC. 26. *Writing.*—Writing shall be conducted as directed by the Principals.

SEC. 27. *Morals and Manners.*—Lessons on Morals and Manners shall be given by Principals, or as they may direct by their Assistants.

SEC. 28. *Friday.*—In all the grades, Friday may be devoted to oral and written examinations and reviews, and general exercises.

FOURTH GRADE.

SEC. 29. *Arithmetic.*—Addition, Subtraction and Multiplication of Decimal and Common Fractions; United States Money.

Particular attention to be given to the analysis of operations. Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

Language.—Naming nouns, verbs, adjectives and personal pronouns from the reader. Declension of personal pronouns; number and case of nouns; comparison of adjectives; and conjugation of the verb *to be* in the Indicative Mood. Composition, once in two weeks; letters, abstracts of reading lessons, transposition, descriptions of excursions, visits, travels, or vacations, etc.

Geography.—Through the United States. California.

The whole to be read and studied with open book, but not more than one-fourth to be assigned for memorizing. The teacher will mark the important parts to be learned in each advance lesson.

Reading and Spelling.—Fourth Reader completed. Spelling from the Reader. Word-Analysis, English Prefixes and Suffixes.

Drawing.—As directed by the Teacher of Drawing.

Vocal Music.—Review of Musical notation in the 5th and 6th Grades. Pupils taught to write the scales of C, G, and F, Major, upon the staff with g clef, and their proper signatures; to name the pitches of the sounds composing these scales, in their order; and to read and sing, by note, simple melodies and exercises in the keys of C, G, and F. Mason's Second Series of Charts and Second Music Reader. Time, ten minutes, daily.

THIRD GRADE.

SEC. 30. *Arithmetic.*—Division of Decimal and Common Fractions; United States Money; Compound Numbers and Reduction, omitting obsolete tables. Special attention to be given to the Analysis of operations. Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

Grammar.—The Parts of Speech, taking the coarse print of the text-book, with the analysis of sentences and parsing, according to the models. Conjugation of verbs in the Indicative Mood. Parsing and Analysis of easy sentences from the Reader. Composition, once in two weeks; letter writing; reports of oral lessons; transposition; abstracts of lessons in reading and geography.

Geography.—Text-book completed; The Pacific Coast. The whole to be read with open book, but not more than *one-fourth* to be memorized, marking, in each advance lesson, the leading points.

Reading and Spelling.—Fifth Reader, first half; spelling and defining important words in the reading lessons.

Word-Analysis.—Defining words, easy prefixes and suffixes.

Drawing.—Architectural Drawing (for boys): Drawing from objects, such as doors, tables, windows, plans of rooms, etc., by actual measurement. Half an hour weekly. (For girls): as directed by the Teacher of Drawing.

Vocal Music.—Major and relative minor scales, and major and minor intervals. Singing by note in the clefs of C, G, D, A, B flat and E flat. Mason's Second Series of Charts and Second Music Reader. Time, at least ten minutes daily. Lessons by the Special Music Teacher, half an hour, weekly.

SECOND GRADE.

SEC. 31. Arithmetic.—Common and Decimal Fractions; Compound Numbers and Reduction, omitting Duodecimals and obsolete tables. Review with special reference to the explanation of principles and the Analysis of operations, particularly in Fractions. Mental Arithmetic, carried along in connection with written, the same topics in both kinds being taught at the same time.

Grammar.—Coarse Print of the Text-book; important notes and exceptions *read* in the class, but not memorized. Rules of Syntax, without notes, and correction of examples in false syntax. Analysis and parsing of easy simple, complex and compound sentences from the reading lessons. Compositions, once in two weeks, on the same subjects as specified in the first grade.

Geography.—Part Second of the Text-Book. California and Nevada. Omit at least three-fourths of the map questions, marking only the important ones in each lesson, and, in the descriptive geography, requiring only important facts to be memorized.

History.—Discoveries, Colonial Settlements and Wars, and the Revolution; the whole to be read and discussed in the class, but the leading facts and events to be memorized.

Reading and Spelling.—Fifth Reader completed. At least a weekly exercise in writing paragraphs dictated from the Reader. Spelling important words in every lesson to cultivate the habit of observing the orthography of words.

Word-Analysis.—Prefixes, suffixes and roots of words, and the meaning and use of words illustrated by constructing sentences.

Drawing.—Architectural Drawing (for boys): Linear Drawing, Plans and Elevations of Buildings. One lesson, of one hour, weekly. For girls: Linear Perspective as applied to drawing from objects; Landscapes in pencil and crayon. One lesson of one hour, weekly.

Vocal Music.—Chromatic Scales and Intervals, Review of Lessons and Exercises in the first part of the Song Book, singly and in concert. Simple exercises in the usual keys, at sight. Songs for two voices, Soprano and Alto. Mason's Third Series of Charts and Third Reader. Time, ten minutes, daily. Lessons by the Special Music Teacher, half an hour, weekly.

FIRST GRADE.

SEC. 32. Arithmetic.—Simple and Compound Interest; Partial Payments (U. S. Rule); Commission and Brokerage; Stocks; Profit and Loss; Banking; Discount, Ratio and Proportion; Square Root; Mensuration and the Metric System; Review with special reference to the discussion of principles; and the analysis of operations; Mental Arithmetic taken in connection with the review of topics in written arithmetic.

Grammar.—Syntactical Parsing and Analysis of Sentences from the reading lessons, with a general review of the text-book.

Weekly exercises in composition, consisting of abstracts of reading lessons, transposition of poetry into prose; abstracts of lessons in geography and history; reports of oral lessons, letter writing, and miscellaneous subjects.

Geography—Physical Geography; Part First of the Text-book; the Pacific Coast. The whole to be read, and important facts only to be memorized.

History.—Text-book completed. Outline review of Discoveries, Colonial Settlements and Wars, and the Revolution, taking only the leading events, and omitting minor details and dates. Constitution of the United States read, with conversational lessons. Five month's course.

Reading and Spelling.—Sixth Reader begun and completed. Spelling in connection with the reading lessons, and with written exercises in other studies.

Word-Analysis.—Prefixes, suffixes, and roots of words, and the meaning and use of words illustrated by constructing sentences.

Book-keeping.—Double Entry. (For boys only.)

Drawing.—Architectural Drawing (for Boys): Details, Plans, and Elevations for buildings. One lesson of one hour, each week. For Girls: Linear Perspective as applied to Drawing from Objects. Landscapes in pencil and crayon. One lesson of one hour, each week.

Vocal Music.—Exercises of the second grade reviewed and continued. Songs for Soprano and Alto. Singing easy songs and exercises by note at sight.

SEC. 33. *Authorized Text-books in Grammar and Primary Schools.*

Robinson's Practical Arithmetic	1st and 2d Grades.
Robinson's Rudiments of Arithmetic	3d and 4th Grades.
Robinson's First Lessons in Mental and Written Arithmetic	5th, 6th and 7th Grades.
Colburn's Intellectual Arithmetic	1st and 2d Grades.
Brown's First Lines in Grammar	1st 2d and 3d Grades.
Monteith's Physical and Intermediate Geography	1st and 2d Grades.
Monteith's Manual of Geography	3d and 4th Grades.
Monteith's Introduction	5th and 6th Grades.
McGuffey's Eclectic Sixth Reader	1st Grade.
McGuffey's Eclectic Fifth Reader	2d and 3d Grades.
McGuffey's Eclectic Fourth Reader	4th and 5th Grades.
McGuffey's Eclectic 3d Reader	6th Grade.
McGuffey's Eclectic 2d Reader	7th Grade.
McGuffey's Eclectic First Reader	8th Grade.
Willson's Primary Speller	5th, 6th and 7th Grades.
Swinton's Condensed History of the United States	1st and 2d Grades.
Payson, Dunton & Scribner's System of Penmanship	All Grades.
Payson, Dunton and Scribner's System of Book-keeping (Double Entry)	1st Grade.
Swinton's First Lessons in Word-Analysis	4th and 3d Grades.
——— Word-Analysis	2d and 1st Grades.
Ahn's German Method	1st, 2d, 3d and 4th Grades.
Werz's German Reader	1st and 2nd Grades.
Grauert's Second Reader	3d, 4th and 5th Grades.
Ahn's Rudiments	5th, 6th and 7th Grades.
Douai's First Reader	6th and 7th Grades.
Otto's French Grammar	1st, 2d and 3d Grades.
Pylodet's Beginner's French Reader	7th, 6th and 5th Grades.
Pylodet's Second French Reader	4th, 3d and 2nd Grades.

Music.—Mason's First Music Reader, 7th Grade; Mason's Second Reader, 5th and 6th Grades, Mason's Third Music Reader, 3d and 4th Grades; as selected by the Music Teachers, 1st and 2d Grades.

Books recommended for use of Teachers :

Hart's First Lessons in Composition.

French's First Lessons in Arithmetic.

Monroe's Physical and Vocal Culture.

Supplementary.—Teachers are forbidden to advise or require pupils to purchase any books whatever, except such as are specified in the preceding list; nor are they allowed to advise or require their pupils to purchase any other articles whatever, other than drawing materials, except the following: A Slate, in all Grades; a Blank Book for Compositions, 1st, 2d, 3d, 4th and 5th Grades; a Blank Book for French and German, 1st, 2d, 3d, 4th and 5th Grades; No pupils shall be required to purchase blank books for spelling exercises, as the Department furnishes paper for the use of pupils.

SEC. 34. *Authorized Instruments in Mechanical and Architectural Drawing.* Boys' High School, and 1st and 2nd Grades of Boys' Grammar Schools.—Box of Compasses; Drawing board, 14 by 20 inches; T Rule; Right Angled Triangle; Faber's Pencil (HHHHHH); Rubber, Drawing Pins; Draughtsman's Scale; Whatman's Drawing Paper.

Third Grade.—Same as the First and Second, with the exception of a Protractor in place of the Box of Compasses.

Fourth Grade. Drawing Book, Rubber and Cards.

Girls. First and Second Grades : First Half Year.—Drawing Book; Drawing Cards; Rulers; Rubber; Pencil, (HH) or No. 4.

Second Half Year. For Crayon Drawing: Bristol Board and Whatman's Paper; Drawing Cards; Box of Faber's Pencils; Rubber.

Third Grade.—Drawing Book; Drawing Cards; Box of Faber's Pencils, or Nos. 2 and 3; Rubber.

High School.—The same as in the First and Second Grades of the Grammar Schools.

SEC. 35. *Articles supplied from the Depository.* NOTE.—All requisitions for these articles will be addressed by teachers to the Secretary of the Board: Paper for use of pupils; Pens, 303 and 404; Pen Holders; Ink; Slate Pencils; Pencil Baskets; Chalk Crayons;

Blackboard Rubbers; Blackboard Pointers; Waste Baskets; Wash Basins; Writing Charts; Webster's Academic Dictionary for teachers' desks; Bells for teachers' desks: Large Bells; Inkstands; Pen-racks; Paper Files; Towels; Drinking Cups; Hard and soft coal and kindling; Clocks.

Plain envelopes, not to exceed 100 per month for each school of twelve classes, and in the same ratio for other schools.

Willson's Charts, one set for each Grammar School, and each Primary School of four or more classes.

Outline Maps, one set for each Grammar School, and each Primary School of eight or more classes.

Payson and Dunton's Penmanship Charts, one set for each Grammar School, and for each Primary School of four or more classes.

Dusters, Coal Scuttles, Pokers, Coal Shovels.

SEC. 36. *Blanks and forms prescribed by the Board and furnished to Teachers:*

1. State Register.
2. Class Record.
3. Monthly Report Card for Pupils.
4. Weekly Merit Cards for pupils.
5. Monthly Report of Attendance.
6. Transfer Blanks.
7. Detention of Pupils.
8. Notices of Absence to Parents.
9. Books for Indigent Children.
10. Requisitions for Repairs and Supplies.
11. Certificates for Probationary Teachers.
12. Requisitions for Standing Supplies from the Depository.
13. Certificates of Promotion.
14. Teachers' Time Tables.
15. Blanks for List of Books needed by Pupils.
16. Rules and Regulations of the Board.

REGULATIONS OF THE BOYS' HIGH SCHOOL.

Section 37. Purpose.—The Boys' High School is established to afford boys who have graduated from the Grammar Schools an opportunity for a more liberal education, and to fit those who desire it, for entering the University of California.

Sec. 38. Rules.—The principal shall have the general supervision of the school and the direction of assistant teachers. The general rules and regulations of the Department shall apply to this school.

Sec. 39. Admission.—The standard of admission shall be that of graduation from the Grammar Schools.

Sec. 40. Classification.—When admitted, pupils shall be arranged in divisions according to their proficiency, and shall be graded subsequently according to their scholarship.

Sec. 41. Graduating Exercises.—The graduating exercises shall be held annually in the month of September.

ENGLISH COURSE—SECOND JUNIOR CLASS.

Sec. 42. Mathematics.—Geometry, Books I, II, III; Algebra, Chapters I, II; Arithmetic, including the Metric System.

Natural Science.—Natural Philosophy.

English Language.—Grammar; Laws of the Sentence and Paragraph; Synonyms.

History.—Greece and the East.

FIRST JUNIOR CLASS.

Mathematics.—Geometry, Books IV, V; Algebra, Chapters III, IV, V; Arithmetic.

Natural Science.—Natural Philosophy.

English Language.—Grammar; Synonyms; Laws of Description, Narration, and Exposition.

History.—Rome.

MIDDLE CLASS.

Mathematics.—Geometry, Books VI, VII, VIII ; Algebra, Chapters, VI, VII, VIII, IX. Review of Arithmetic.

Natural Science.—Chemistry.

English Language.—Grammar and Rhetorical Parsing ; Principles of Persuasion ; Poetical Composition and Figures.

History.—Middle Ages and 15th Century.

SENIOR CLASS.

Mathematics.—Geometry, Book IX ; Trigonometry ; Mensuration ; Church's Descriptive Geometry ; Algebra, Chapters X, XI.

Natural Science.—Exercises in Mineralogy, Zoology, and Physiology.

English Language.—Properties of Style, Rhetorical Parsing.

History.—17th, 18th, and 19th Centuries.

French and German, optional, throughout the course.

Composition and Elocution throughout the entire course.

Mechanical and Architectural Drawing, one hour and a half weekly, in each class, optional.

Vocal Music, one hour and a half weekly, through the course, optional.

Book-keeping. First Year. Optional.

CLASSICAL COURSE—SECOND JUNIOR CLASS.

SEC. 34. First Year. Harkness' Introductory Latin Book.

FIRST JUNIOR CLASS.

Harkness' Latin Reader and Grammar ; McClintock and Crook's First Greek Book.

MIDDLE CLASS.

Four Books of Cæsar; McClintock and Crook's Second Greek Book; Seven Orations of Cicero; Three Books of Xenophon's Anabasis.

SENIOR CLASS.

Selections from Virgil; Harkness' Latin Prose Composition; Four Books of the Iliad; Hadley's Greek Grammar.

In Mathematics, English Language and History, the studies of the Classical Course are the same as in the English Course during the first two years.

AUTHORIZED TEXT-BOOKS IN THE BOYS' HIGH SCHOOL.

SEC. 44 Davies' Mathematics, with the exception of Arithmetic.

Natural Science.—Rolfe and Gillet; Elliot and Stores' Chemistry; Agassiz and Gould's Zoology; Dana's Mineralogy; Hutchison's Physiology.

English Language.—Bain's Rhetoric; Cleveland's American Literature; Cleveland's English Literature.

Miscellaneous.—Willson's Outlines of History; Bryant and Stratton's Book-keeping; Monroe's Vocal Training.

TEXT-BOOKS OF CLASSICAL COURSE.

Harkness' Introductory Latin Book, Reader, Grammar and Prose Composition.

Hanson's Latin Prose Book and Poetry Book.

McClintock and Crook's First and Second Greek Book.

Hadley's Greek Grammar.

Boise's Anabasis and Anthon's Homer.

German.—Ahn's Method; Otto's Grammar; Werz's "Schul and Hausfreund;" Oehlschlager's "Lebensbilder."

French.—Otto's Grammar; Dumas' Napoleon; Litterature Francaise.

GIRLS' HIGH AND NORMAL SCHOOL.

SEC. 45. *Purpose.*—The Girls' High and Normal School is established to furnish those girls who have graduated from the Grammar Schools with the opportunity for a higher intellectual culture, to prepare them for admission to the University of California, and to qualify those who desire it for the occupation of teaching.

SEC. 46. *Rules.*—The principal shall have the general supervision of the school and the direction of assistant teachers. The general rules and regulations of the Department shall apply to this school.

SEC. 47. *Admission.*—The standard of admission shall be that of graduation from the Grammar Schools.

SEC. 48. *Graduation.*—Pupils who have completed a three years' course of study in a satisfactory manner shall be entitled to receive a diploma. Graduates who desire to become teachers may pursue the course of study for a fourth year, shall teach in the Model School, and on graduating shall be entitled to receive a City Educational Diploma, entitling them to teach in the public schools of San Francisco.

SEC. 49. *Classification.*—When admitted, pupils shall be arranged in divisions according to their proficiency, and shall be graded, subsequently, according to their subsequent scholarship.

SEC. 50. *Study at Home.*—The lessons assigned for home study shall not be such as to require pupils of average capacity to study more than one hour a day, exclusive of Composition and Drawing.

COURSE OF STUDY.

SEC. 51. *First Half Year.*—Geometry; Chemistry; Botany; Ancient History; Grammar, including exercises in the Analysis and Structure of Sentences, Etymology and Synonyms; English Literature, comprising a study of select authors, with criticism.

Second Half Year.—Geometry; Chemistry; Botany; Ancient History; Rhetoric and English Literature continued.

SECOND YEAR.

First Half Year.—Algebra; Modern History; Rhetoric and English Literature continued.

Second Half Year.—Algebra; Physiology; Zoology; Modern History; Rhetoric and English Literature.

THIRD YEAR.

First Half Year.—Plane Trigonometry; Physics; Astronomy; Rhetoric and English Literature.

Second Half Year.—Higher Arithmetic, including the Metric System; Physics; Rhetoric and Literature.

COURSE IN DRAWING.

SEC. 52. First Year.—Review of Perspective Drawing, Crayon and Pencil Drawing.

Second Year.—Drawing from Nature, Flowers, etc., Crayon and Pencil Drawing.

Third Year.—Designing Patterns, Figures, Landscape Drawing, Animals or Flowers in Crayon or Pencil.

Time.—One hour weekly in each class through the course.

GENERAL STUDIES.

SEC. 53. Exercises in Reading, Elocution and Composition, continued in every class throughout the entire course.

Vocal Music, half an hour in each class, weekly, throughout the course.

French and German, optional, throughout the course.

CLASSICAL COURSE.

SEC. 54. Whenever there shall be a sufficient number of pupils desiring instruction in the ancient languages to form a class of fifteen or more members, a classical course shall be established for the purpose of fitting students to enter the College of Letters in the University of California.

The following studies shall be suitably arranged for a three years' course:

Latin Grammar; Cæsar, four books; Virgil, six books of the Æneid; Cicero, six orations; Greek Grammar; Xenophon's Anabasis, three books.

Higher Arithmetic in all its branches, including the extraction of square and cube roots, and the Metric System of Weights and Measures; Algebra, to Quadratic Equations; Geometry, first four books; English Grammar; Geography; Vocal Music and Drawing.

No English studies shall be required except those specified in the above course. French and German, optional.

NORMAL SCHOOL CLASS.

SEC. 55. *Fourth Year* —The course of instruction in this class shall include the principles of teaching, as a science; the proper methods of imparting instruction in the several grades of the Primary and Grammar Schools, and the principles and rules requisite for the discipline and general management of schools.

Review of Arithmetic, with special reference to principles and methods.

History of the United States, reviewed with special reference to methods.

Exercises in Composition, Analysis of Sentences and Etymology.

Reading and Elocution.

Review of the elements of Vocal Music, with special drill on methods of instruction in Primary Schools.

Geology and Mineralogy.

Mental Philosophy of Teaching, using Russell's Normal Training.

Constitution of the United States, and California School Law.

Review of the elements of Linear and Perspective Drawing.

MODEL SCHOOL.

SEC. 56. *Purpose.*—The Model School is established to afford the members of the Normal Class special facilities for learning and practicing methods of instruction and discipline, and it shall be under the supervision of the Committee on High Schools.

SEC. 57. *Classification.*—It shall consist of four or more classes, with the same course of study that is pursued in the corresponding grades of other public schools.

SEC. 58. *Teachers.*—The Principal shall have charge of the school, and shall direct assistants, and supervise pupil teachers from the Normal Class, detailed alphabetically by the Principal of the High School, to observe methods and conduct exercises.

SEC. 59. *Records.*—The Principal shall keep a record of the success of each pupil teacher, which shall form a part of the standard for graduation.

SEC. 60. *Authorized Text-Books in the Girls' High School:*

Mathematics.—Davies' Geometry and Trigonometry; Ray's Algebra; Church's Descriptive Geometry.

Science.—Rolfe and Gillet's Natural Philosophy; Steele's Chemistry; Tenney's Natural History (abridged); Dana's Mineralogy and Geology (abridged); Gray's Botany; Rolfe and Gillet's Astronomy.

Miscellaneous.—Bain's and Bonnell's Rhetoric; Bullion's Grammar; Anderson's History; Monroe's Physical and Vocal Training; Hutchison's Physiology.

German.—Same as in the Cosmopolitan Schools and Boys' High School.

French.—Otto's Grammar; Le Fevas' Elementary Reader; Dumas' Life of Napoleon; Spier's and Surrene's Pronouncing Dictionary.

Latin and Greek.—Same as in the Boys' High School.

EVENING SCHOOLS.

SEC. 61. *Purpose.*—The Evening Schools of this city are established to afford the means of an English education to boys and girls who are unable to attend the day schools, and to adults who may wish to avail themselves of the privileges which they afford.


SEC. 62. *Admission.*—They shall be free to all persons over ten years of age.

SEC. 63. *Terms.*—They shall be continued for the same length of time during the year as the day schools, with the same vacations.

SEC. 64. *Studies.*—The studies pursued in these schools shall be Reading, Spelling, Writing, Arithmetic, Grammar, Architectural Drawing, Mechanical Drawing, Book-keeping, Algebra, and Geometry.

SEC. 65. *Day Pupils.*—No pupil attending a day school shall be permitted to attend the evening schools, except for the purpose of securing lessons in Drawing.

SEC. 66. *Sessions.*—The sessions shall be held every evening in the week, except Saturday and Sunday, and shall be two hours in length—the time for opening and closing to be determined by the Committee on Evening Schools, according to the season of the year.



Received Nov. 4/1872

Oct. 10/50

Department of Common Schools,

CITY AND COUNTY OF SAN FRANCISCO.

NINETEETH ANNUAL REPORT

OF THE

Superintendent of Common Schools

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1872.



SAN FRANCISCO:

J. F. BROWN, BOOK AND JOB PRINTER,

No. 534 Commercial Street.

1872.

Department of Common Schools,

CITY AND COUNTY OF SAN FRANCISCO.

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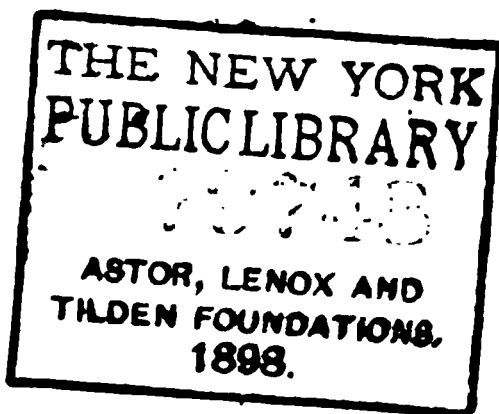


SAN FRANCISCO:

JOHN F. BROWN, BOOK AND JOB PRINTER,

No. 534 Commercial Street.

1872.



REPORT

OF THE

SUPERINTENDENT OF COMMON SCHOOLS.

OFFICE OF THE SUPERINTENDENT OF COMMON SCHOOLS, }
San Francisco, July 1, 1872.

*To the Honorable, the Board of Supervisors
Of the City and County of San Francisco :*

GENTLEMEN—In accordance with law, I submit to you the following report of the finances and educational condition of the School Department for the School and Fiscal Year ending June 30, 1872 :

SUMMARY OF SCHOOL STATISTICS.

I. POPULATION AND SCHOOL CENSUS.

Population of the City (U. S. Census, 1870)	150,005
Children under 15 years of age (school census, 1872)..	52,320
Children between 5 and 15 years of age entitled to State apportionment of School Fund.....	31,936
Children between 6 and 15 years of age (legal school age).....	29,376
Average number attending Public Schools.....	20,202
Number attending Private and Church Schools, as re- ported by Census Marshals.....	5,005
Whole number attending School.....	25,540
Approximate number not attending any school.....	5,532

COMMON SCHOOL REPORT.

II. SCHOOLS.

SCHOOLS.	1870-71.	1871-72.
High.....	2	2
Grammar	13	12
Primary	32	35
Totals.....	47	49

III. BUILDINGS.

BUILDINGS.	1870-71.	1871-72.
Owned by the Department.....	44	46
Rented rooms.....	43	51

IV. TEACHERS.

SCHOOLS.	1870-71	1871-72.
High	14	16
Grammar	111	128
Primary	264	295
Evening	21	35
Special Teachers of Music and Drawing.....	6	6
Totals.....	416	480

V. CLASSES.

SCHOOLS.	1870-71.	1871-72.
High	12	14
Grammar Grades.....	93	100
Primary Grades.....	252	280
Totals.....	357	394

COMMON SCHOOL REPORT.

5

VI. PUPILS.

AVERAGE MONTHLY ENROLLMENT.	1870-71.	1871-72.
Schools.....	341	338
War Schools.....	4,572	4,558
City Schools.....	13,894	15,306
Totals.....	18,807	20,202

AVERAGE NUMBER BELONGING TO	1870-71.	1871-72.
Schools	329	320
War Schools.....	4,342	4,276
City Schools.....	12,749	14,060
Totals.....	17,420	18,656

AVERAGE DAILY ATTENDANCE.	1870-71.	1871-72.
Schools	319	309
War Schools.....	4,145	4,089
City Schools.....	11,918	13,190
Totals.....	16,382	17,588

EVENING SCHOOLS.	1870-71.	1871-72.
Average monthly enrollment.....	873	1,116
Average number belonging.....	690	870
Average attendance.....	596	684

VII. EXPENDITURES.

SALARIES, RENTS, ETC.	1870-71.	1871-72.
Salaries of Teachers.....	\$345,718 91	\$415,012 40
Rents of Buildings.....	13,617 60	11,498 20
Operating Fund.....	174,975 02	37,911 21
Totals.....	170,805 04	203,840 32
Totals.....	\$705,116 57	\$668,262 13

VIII. RECEIPTS.

FROM WHAT SOURCE RECEIVED.	1870-71.	1871-72.
State Apportionment.....	\$94,196 05	\$95,245 02
City Taxes.....	437,214 18	440,497 76
Other Sources.....	141,272 25	125,098 44
Totals.....	\$672,682 48	\$660,841 22

IX. MISCELLANEOUS.

Percentage of attendance on the average number belonging to—	
High Schools.....	97
Grammar Schools.....	95.6
Primary Schools.....	94
Annual cost per Pupil; not including Building Fund.....	\$31 39
Annual cost for Tuition exclusively.....	21 26
Average number of Pupils to a regular Teacher, for the last month of the year—	
High Schools.....	23
Grammar Schools.....	40
Primary Schools.....	52
Taxes collected on.....	\$97,000,000 00
Total amount of City Taxes.....	2,881,471 07
Amount of Current School Expenses	612,799 70

DETAILED STATEMENT OF THE FINANCES OF THE COMMON
SCHOOL DEPARTMENT FOR THE FISCAL YEAR
ENDING JUNE 30TH, 1872.

SCHOOL FUND, 1871-72. RECEIPTS.

FROM WHAT SOURCE RECEIVED.	AMOUNT.
From Taxes.....	\$440,497 76
From Poll Taxes.....	19,495 46
From Dog Tax.....	572 00
From State Apportionment.....	95,245 02
From Miscellaneous sources, such as Rents, School Exhibitions, etc.....	1,265 55
From Sale of 100 Bonds, authorized by Act of Legislature, approved April 1, 1872.....	102,185 00
Cash on hand July 1, 1871.....	3,829 93
Demands cancelled.....	1,580 43
Total	\$664,671 15

COMMON SCHOOL REPORT.

7

DISBURSEMENTS.

	FIRST HALF YEAR.	SECOND HALF YEAR.	TOTALS.
Teachers' Salaries.....	\$203,868 90	\$211,143 50	\$415,012 40
Janitors' Salaries.....	12,520 74	18,212 24	30,732 98
Census Marshals.....	2,059 00	.....	2,059 00
Insurance.....	1,678 10	425 08	2,103 18
Fuel and Lights	2,773 65	6,202 88	8,976 53
Water.....	192 95	116 00	308 95
Repairs	18,610 32	13,119 07	31,729 39
Furniture	13,468 13	4,733 53	18,201 66
Books, Stationery, Supplies, } Printing, etc..... }	17,462 67	7,812 96	25,275 63
.....	4,676 70	6,821 50	11,498 20
Incidental Expenses.....	3,161 78	.....	3,161 78
Amount paid to Teachers and Janitors, due for $\frac{1}{2}$ month of June, 1871.....	\$280,472 94	\$268,586 76	\$549,059 70
	.....	.....	17,551 22
Total.....	.....	.....	\$566,610 92

Total Demands audited 1871-72.....\$566,610 92
 Transfers to Sinking and Interest Funds... 63,740 00

Total Expenditures.....\$630,350 92

Total Receipts, 1871-72.....\$664,671 15
 Total Disbursements..... 630,350 92

Cash on hand July 1, 1872.....\$34,320 23

SCHOOL FUND, SPECIAL, OR SCHOOL BUILDING FUND.

Cash on hand July 1, 1871, (Balance remaining from sale of
 Bonds \$52,327 80

DISBURSEMENTS.

For rebuilding Lincoln Grammar School, final payments and extra work.....	\$13,502 50
For erection of Girls' High School Building, final payments and extra work.....	9,621 93
For erection of a Two Class Building near the Ocean House, including extra work	3,386 50
For erection of a Two Class Building near Laguna Honda including extra work.....	3,685 00
For Painting three Eighteen Class Buildings.....	3,992 00
For Repairs at Tehama Primary School.....	991 00
For Balance due for alterations at Potrero School Building.....	1 00
For Constructing Sidewalk in front of Denman School.....	87 30
For Lumber.....	107 75
For Watching School Buildings during progress of erection.....	229 50
For Salary of Architect.....	2,383 33

Total.....\$37,911 21

Cash on hand July 1, 1871.....	\$52,327 80
Disbursements, 1871-72.....	37,911 21

Cash on hand July 1, 1872\$14,416 59

The estimated expenditures for the fiscal year 1870-71, as made by the Committee on Finance, in July, 1871, amounted to \$606,270, and the estimated receipts to \$529,329 93. A deficit of \$76,940 was therefore anticipated, exclusive of the amount due teachers and janitors for one-half of the month of June, 1871, and would have occurred had not the Legislature, at its last session, come to the relief of the Department, by ordering the issuance and sale of 100 bonds of \$1000 each.

These bonds are redeemable in 10 years with interest at 7 per cent. per annum, and were sold as follows :

To I. S. Wormser, 50 bonds at 102 2-100.....	\$51,010 00
To I. S. Wormser, 50 bonds at 102 35-100.....	51,175 00
	<u>\$102,185 00</u>

The moneys obtained from the sale of the bonds, enabled the Board of Education to carry on the Department until the close of the year, and pay the teachers and janitors their salaries due them for one-half of the month of June, 1871.

By Section 4, of an Act of the Legislature, approved April 1, 1872, it becomes the duty of the Board of Education to report to the Board of Supervisors, annually, an estimate of the amount of money which will be required during the year, for the purpose of meeting the current expenses of public instruction, specifying the amount required for supplies furnished to pupils, for purchasing and procuring sites, for leasing rooms or buildings, for erecting buildings, and for furnishing, fitting up, altering, enlarging, and repairing the buildings and premises under their charge; for salaries of teachers, janitors, clerks, and other employees of the Board, and for such other sum or sums as may be necessary for any of the purposes authorized by the said Act; but the aggregate amount so reported shall not exceed the sum of thirty-five dollars for each pupil who shall have actually attended, and been taught in the preceding year in the schools entitled to participate in the apportionment.

In accordance with said section, the Committee on Finance prepared and presented the following report to the Board of Education, which was adopted and referred for approval to the Board of Supervisors :

REPORT OF THE COMMITTEE ON FINANCE, JULY 22, 1872.

To the Honorable Board of Education :

GENTLEMEN—Your Committee on Finance beg leave to submit, for your approval, the following estimates of expenditures of the Common School Department for the fiscal year 1872-73; they also present a list of new school buildings required in the various Districts, the providing of which is imperatively necessary to accommodate the children now seeking admission to our schools, and those receiving instruction in 53 rented class rooms, for which the Department pays a monthly rent of \$1200.

ESTIMATED EXPENDITURES FOR

	1900-1901	1901-1902	Total
For Teachers' Salaries.....	\$225,000.00	\$225,000.00	\$450,000.00
For Principal's Salary.....	2,500.00	2,500.00	5,000.00
For Salaries.....	22,000.00	22,000.00	44,000.00
For General Expenses.....	2,500.00	2,500.00	5,000.00
For School Taxes.....	7,000.00	7,000.00	14,000.00
For Fuel, Heat, and School Supplies.....	4,000.00	4,000.00	8,000.00
For Printing.....	2,000.00	2,000.00	4,000.00
For Repairs to School House and Outbuilding Work.....	2,000.00	2,000.00	4,000.00
For Fuel and Lights.....	2,000.00	2,000.00	4,000.00
For Water.....	250.00	250.00	500.00
For Insurance.....	250.00	250.00	500.00
For Rent.....	4,500.00	4,500.00	9,000.00
For Incidentals.....	1,000.00	1,000.00	2,000.00
Total.....	\$312,500.00	\$312,500.00	\$625,000.00

The taxes of \$35 each for 18,271 pupils average daily attendance will amount to \$629,485 00.

SCHOOL ACCOMMODATIONS REQUIRED, AND ESTIMATED COST OF SAME.

First District—One 8 class building and lot.....	\$25,000
Second District—One 12 class building.....	22,500
Third District—One 8 class building and lot.....	30,000
Eighth District—Two 18 class buildings and lots.....	120,000
Ninth District—One 18 class building.....	35,000
“ “ One 12 class building.....	22,500
Tenth District—One 12 class building.....	22,500
Eleventh District—Three 8 class buildings.....	45,000
“ “ One 2 class building.....	3,000
“ “ One 4 class building.....	6,000

Twelfth District—One 4 class building.....	6,000
“ “ One 8 class building.....	15,000
“ “ Raising of Hayes Valley Primary Building and constructing 4 additional rooms.....	5,000
	<hr/>
	\$357,000
	<hr/>

All of which is respectfully submitted.

JOHN P. SHINE,	} Committee on Finance.
WM. A. PLUNKETT,	
A. L. WANGENHEIM.	

SAN FRANCISCO, July 22, 1872

If the Board of Supervisors approve the foregoing report, the total revenue of the fiscal year will be as follows :

Cash on hand in School Fund, June 30, 1872.....	\$34,320	23
“ “ “ “ (Special) June 30, 1872,	14,416	59
From Taxes, \$35 each for 18,271 pupils, (average daily attendance for the past year).....	639,485	00
From State apportionment, estimated.....	95,000	00
“ Poll Taxes, “	18,000	00
“ Other sources, “	2,500	00
	<hr/>	
Total	\$803,721	82

Amount required to defray the current expenses as
per estimate of Committee on Finance.....\$623,000 00

Leaving.....\$180,721 82

For building purposes for the present year.

The estimated cost of the buildings necessary to be erected during the year, as per report of the Committee on Finance, is \$357,000. The Board of Education has, therefore, at their disposal, only about one half of the funds required for the erection of new school buildings, and consequently will not be able to supply all the demands for increased school accommodations. But if for a few years in continuance, they can have a like amount annually for a Building Fund, I think a sufficient number of school houses can be erected to at least save

the Department from paying rent for hired rooms and buildings, and provide all children attending our schools with capacious, well ventilated, and well lighted class rooms. The Legislature has also relieved the School Fund of the amount annually transferred to the Sinking and Interest Fund of School Bonds, now amounting to about \$80,000, by providing that such transfers shall be made from the General Fund of the City and County, instead of from the School Fund. It has been owing almost entirely to this heavy draft upon said fund that the deficits at the end of school years have occurred, and the Legislature has performed a wise and very essential act in changing the manner of setting aside the Interest and Sinking Fund of School Bonds.

STATEMENT OF EXPENDITURES SINCE 1852, INCLUDING CURRENT EXPENSES AND ALL MONEYS EXPENDED FOR PURCHASE OF SITES AND ERECTION OF BUILDINGS.

1852.....	\$ 23,125 00
1853.....	35,040 00
1854.....	159,249 00
1855.....	136,580 00
1856.....	125,064 00
1857.....	92,955 00
1858.....	104,808 00
1859.....	134,731 00
1860.....	156,407 00
1861.....	158,855 00
1862.....	134,567 00
1863.....	178,929 00
1864.....	228,411 00
1865.....	346,862 00
1866.....	361,668 00
1867.....	507,822 00
1868.....	416,654 00
1869.....	397,842 00
1870.....	526,625 00
1871.....	705,116 00
1872.....	668,262 00

Total.....\$5,599,572 00

MARY OF THE ANNUAL REPORTS OF PRINCIPALS,
FILED IN MAY, 1872.

SCHOOLS.	Enrolled during year	Average No. belonging	Average daily attendance
High.....	138	98	96.3
High.....	269	222	212.5
San Grammar.....	887	847.4	820.2
n Grammar.....	1,893	1032.5	987.2
n Grammar.....	607	496	469
ngton Grammar.....	517	392	373
Grammar.....	543	431.2	408.3
way Grammar.....	612	485	457
Valley Grammar.....	855	543.1	518.9
Valley Grammar.....	1,037	816	774
Cosmopolitan Grammar.....	740	559	535.9
Cosmopolitan Grammar.....	682	581.2	507.1
ia Street Grammar.....	997	768.6	724
Street Grammar.....	856	557	519
San Francisco.....	352	262	238
O.....	216	141.8	134.6
Street Cosmopolitan Primary.....	656	539.3	505.6
Cosmopolitan Primary.....	1,029	779	734
Street Cosmopolitan Primary.....	576	392.4	375
wich Street Cosmopolitan Primary.....	753	528.6	493
Street Cosmopolitan Primary.....	315	219.2	207.5
ia Primary.....	1,105	712	674.6
Street Primary.....	727	541	514
Street Primary.....	746	486	461
n Primary.....	1,045	673.4	637.9
Primary.....	626	432	406.3
nd Larkin Street Primary.....	963	609.3	569
Street Primary.....	1,172	668.9	624.4
Street Primary.....	1,133	615	569.1
Valley Primary.....	379	254.6	236.9
Street Primary.....	1,091	645	607.4
oll Street Primary.....	706	454.5	422.8
n Street Cosmopolitan Primary.....	813	295	268
.....	382	238	220
Street Primary.....	264	193	181
way Primary.....	401	363	345
Valley Primary.....	408	291	207
runo.....	149	89.8	83.7
End.....	89	54.5	50.2
ount.....	180	108	88
Street.....	136	86	78.1
n Honda.....	67	51	48
House.....	30	21	19
Lobos.....	53	31.7	26
n Primary.....	600	384.5	362.3
y-First Street Primary.....	65	49	43
ngton Street—Ungraded.....	54	28	25
o Street (Colored).....	88	67	60
Street (Colored).....	17	10.3	10

NUMBER OF PUPILS STUDYING GERMAN.

NAME OF SCHOOL.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	Total.
Boys' High.....	4	7	4	14					29
Girls' High.....	2	1							3
South Cosmopolitan Grammar.....	60	140	146	157					403
North Cosmopolitan Grammar.....	23	43	37	39	108	63			213
Hayes Valley Grammar.....	10	40	65	76	98	55	138	15	367
Valencia Street Grammar.....		13	75	159	230	109	37		533
South Cosmopolitan Primary.....				100	119	96	342	237	694
Bush Street Cosmopolitan Primary.....				60	150	53	133	119	415
Greenwich Street Cosmopolitan Primary.....							103	230	333
Geary Street Cosmopolitan Primary.....					48	48		142	238
Mission Street Cosmopolitan Primary.....							76	124	200
Tyler Street Primary.....						10	39	9	58
Mission Primary.....						36	44		80
	89	244	327	605	784	470	790	2,125	5,045

NUMBER OF PUPILS STUDYING FRENCH.

NAME OF SCHOOL.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	Total.
Boys' High.....	6	13	8	14					39
Girls' High.....	27	53	88						168
South Cosmopolitan Grammar.....	50	140	146	157					493
North Cosmopolitan Grammar.....	22	42	39	53	89	68			253
Hayes Valley Grammar.....	18	49	62	30	106	51	55	79	350
Valencia Street Grammar.....	35	36				68			139
Spring Valley Grammar.....	9	28	47	70					154
South Cosmopolitan Primary.....				100					100
Bush Street Cosmopolitan Primary.....				60					60
Greenwich Street Cosmopolitan Primary.....							68	171	239
Mission Primary.....						33	45	71	149
Model.....				39	28	58	63	71	259
Taylor Street Cosmopolitan Primary.....					22	76	134	157	389
	168	371	387	516	298	341	302	470	2,083

NUMBER OF PUPILS STUDYING BOTH FRENCH AND GERMAN.

NAME OF SCHOOL.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	Total.
Boys' High.....	4	7	2	13					26
Girls' High.....	11	16							27
South Cosmopolitan Grammar.....	50	140	146	157					493
North Cosmopolitan Grammar.....	21	42	37	17					117
Hayes Valley Grammar.....	11	18	39	19	63			15	145
South Cosmopolitan Primary.....				100					100
Bush Street Cosmopolitan Primary.....				60					60
	91	223	224	359	63			15	612

TABLE OF THE RESULT OF THE ANNUAL EXAMINATION
OF THE SCHOOLS—MAY, 1872.

SCHOOLS.	FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
	No. Examined....	No. Promoted....	No. not Promoted	No. Examined....	No. Promoted....	No. not Promoted	No. Examined....	No. Promoted....	No. not Promoted
Grammar.....	82	86	16	129	106	23	132	86	46
Grammar.....	82	87	15	154	94	60	145	116	29
Grammar.....	81	26	5	59	48	11	134	58	81
n, Grammar.....	11	10	1	41	33	8	40	30	10
Grammar.....	9	8	6	23	17	6	38	28	10
Grammar.....	11	10	1	35	34	1	38	57	1
ley, Grammar.....	9	7	2	20	19	1	45	31	14
ey, Grammar.....	20	18	2	72	46	26	93	60	32
opolitan, Grammar.....	35	28	7	127	39	88	141	47	94
opolitan, Grammar.....	16	8	8	40	17	23	26	26	10
treet, Grammar.....	26	21	5	44	25	19	75	58	17
et, Grammar.....	20	13	7	12	5	7	11	8	3
Francisco.....				5	5	0	7	7	0
				9	8	1	12	10	2
opol'n, Primary.....									
opolitan, Primary.....									
Cosmopol'n, Prim'y.....									
St, Cosmopolitan.....									
et, Cosmopolitan.....									
et.....									
et.....									
imary.....									
nary.....									
Larkin.....									
reet, Primary.....									
reet Primary.....									
ley, Primary.....									
et.....									
reet.....									
reet, Cosmopolitan.....									
et.....									
Primary.....									
ley, Primary.....									
.....									
.....									
.....									
nda.....				1	1	0	3	3	0
me.....							1	0	1
ce.....									
Primary.....									
rst Street.....									
reet, (Colored).....							3	3	0
et, (Colored).....									
ALL.....	322	247	75	771	497	274	973	623	350

[illegible]

7/11/10

Year	Month	Day	Event	Remarks
1900	Jan	1	...	...
1900	Jan	2	...	...
1900	Jan	3	...	...
1900	Jan	4	...	...
1900	Jan	5	...	...
1900	Jan	6	...	...
1900	Jan	7	...	...
1900	Jan	8	...	...
1900	Jan	9	...	...
1900	Jan	10	...	...
1900	Jan	11	...	...
1900	Jan	12	...	...
1900	Jan	13	...	...
1900	Jan	14	...	...
1900	Jan	15	...	...
1900	Jan	16	...	...
1900	Jan	17	...	...
1900	Jan	18	...	...
1900	Jan	19	...	...
1900	Jan	20	...	...
1900	Jan	21	...	...
1900	Jan	22	...	...
1900	Jan	23	...	...
1900	Jan	24	...	...
1900	Jan	25	...	...
1900	Jan	26	...	...
1900	Jan	27	...	...
1900	Jan	28	...	...
1900	Jan	29	...	...
1900	Jan	30	...	...
1900	Jan	31	...	...

[TABLE—Continued.]

SCHOOLS.	SEVENTH GRADE.			EIGHTH GRADE.			TOTALS.		
	No. Examined....	No. Promoted....	No. Not Promoted	No. Examined....	No. Promoted....	No. Not Promoted	No. Examined....	No. Promoted....	No. Not Promoted
Grammar.....	20	13	7	11	9	2	621	453	168
Grammar.....							781	472	309
Grammar.....							367	186	201
Grammar.....	49	46	3				381	236	145
Grammar.....	121	95	26	31	26	5	402	287	115
Grammar.....	77	60	17				422	376	46
Grammar.....	68	54	14	66	67	18	470	340	130
Grammar.....	180	154	26	83	80	33	613	524	289
Grammar.....							454	177	277
Grammar.....							444	218	226
Grammar.....	53	40	13				704	415	289
Grammar.....	109	86	23				528	306	219
Grammar.....	59	39	20	98	65	43	269	133	106
Grammar.....	14	12	2	26	24	2	107	91	16
Grammar.....	125	91	34	70	62	8	449	288	161
Grammar.....	239	153	86	222	142	80	665	369	306
Grammar.....	132	86	46	64	42	12	341	226	116
Grammar.....	176	66	90	190	88	111	375	174	201
Grammar.....				100	70	21	194	139	55
Grammar.....	144	127	17	160	164	16	466	383	74
Grammar.....	141	106	36	187	155	32	405	329	76
Grammar.....	115	107	8	272	252	20	387	359	28
Grammar.....	195	182	63	127	78	49	533	341	192
Grammar.....	80	56	24	169	121	38	275	200	75
Grammar.....	220	214	6	254	94	160	637	469	228
Grammar.....	66	74	12	216	160	66	302	224	78
Grammar.....	227	185	92	168	96	72	506	299	206
Grammar.....	39	23	16	215	62	153	254	66	169
Grammar.....	166	96	60	204	117	87	511	309	202
Grammar.....	142	110	32	263	108	145	396	216	177
Grammar.....	79	78	1	100	96	4	179	176	3
Grammar.....	61	57	4	68	60	8	246	186	61
Grammar.....	77	61	16	74	65	9	169	136	31
Grammar.....	54	47	7	169	154	15	265	227	28
Grammar.....	61	44	17	130	89	41	231	168	66
Grammar.....	17	17	0	26	10	1	63	47	16
Grammar.....	9	9	0	16	6	2	46	36	10
Grammar.....	25	23	2	16	16	1	66	56	8
Grammar.....	23	18	5	24	21	3	63	51	12
Grammar.....	17	17	0	24	16	8	60	45	15
Grammar.....	4	4	0	5	5	0	14	11	3
Grammar.....	3	5	3	5	5	0	27	15	12
Grammar.....	96	94	2	217	177	40	380	326	54
Grammar.....				46	0	46	46	0	46
Grammar.....	6	5	1	19	16	3	43	36	7
Grammar.....				5	5	0	10	9	1
Grammar.....	3,504	2,672	832	4,152	2,794	1,358	15,335	10,082	5,253

REPORT OF THE CLASSIFICATION AND ATTENDANCE

SCHOOL.	NUMBER OF PUPILS.							
	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.
Deanman Grammar.....	69	129	136	164	65	39	22	18
Lincoln Grammar.....	75	161	149	335	127			
Rincon Grammar.....	32	64	137	142	35			
Washington Grammar.....	11	41	41	81	89	76	55	
Union Grammar.....	9	23	38	81	41	60	122	
Broadway Grammar.....	11	35	59	83	104	66	75	
Spring Valley Grammar.....	9	25	47	70	111	69	70	
Hayes Valley Grammar.....	24	74	91	95	161	112	182	
South Cosmopol'n Gram'r.....	80	150	146	157				
North Cosmopol'n Grammar.....	25	41	39	77	192	120		
Valencia Street Grammar.....	28	46	79	133	247	166	86	
Eighth Street Grammar.....	20	10	12	66	112	169	107	
South San Francisco.....		5	9	16	19	33	60	
Potrero.....		9	12	11	16	22	36	
Bush St. Cosmopol'n Prim'y.....				60	147	64	130	
South Cosmopolitan Primary.....				99	106	97	224	
Taylor St. Cos. Primary.....					82	78	124	
Greenwich St. Cos. Primary.....						47	171	
Geary St. Cosmopol'n Prim'y.....					45	61	163	
Tehama Primary.....					78	61	141	
Fourth Street Primary.....					41	39	117	
Powell Street Primary.....							117	
Lincoln Primary.....					110	116	241	
Union Primary.....						36	90	
Pine and Larkin St. Primary.....					50	174	162	
Eighth Street Primary.....							161	
Market Street Primary.....					19	95	226	
Hayes Valley Primary.....							41	
Silver Street Primary.....					52	106	160	
Shotwell Street Primary.....							162	
Mission St. Cos. Primary.....							81	
Model.....				29	30	65	70	
Tyler Street Primary.....						18	66	
Broadway Primary.....					19	21	66	
Spring Valley Primary.....					28	11	61	
San Bruno.....					13	18	20	
West End.....				5	7	9	10	
Fairmount.....					8	17	80	
Pine Street.....						20	19	
Laguna Honda.....		1	3	1	8	6	17	
Ocean House.....			1	2		3	6	
Point Lobos.....				4	4	7	10	
Mission Primary.....						77	102	
Twenty-First Street.....								
Washington St.—ungraded.....			3	6	6	14	25	
Vallejo Street, (Colored).....			4	3	14		9	
Fifth Street, (Colored).....						6		
Total.....	883	817	1,006	1,730	2,188	2,115	3,091	5,779
Boys' High.....								
Girls' High.....								
Evening.....								
Total.....								
GRAND TOTAL.....								

COMMON SCHOOL REPORT.

ALL THE PUBLIC SCHOOLS, MAY 1st, 1872.

O. L. S.	NUMBER OF TEACHERS.										TOTAL.....	
	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	WITHOUT CLASSES.			
									General	Parson		Prin's
Mar	2	3	3	3	2	1	1	15
Ar.	2	4	4	3	3	1	23
R.	1	2	4	4	1	1	13
Grammar	1	1	1	2	1	1	1	10
Mar.	1	1	1	2	2	2	1	11
Grammar	1	1	1	2	2	2	1	2	1	12
Grammar	1	2	2	2	3	2	3	1	1	1	1	19
Itan Grammar	1	3	3	3	2	2	1	1	1	13
Itan Grammar	1	1	1	2	4	2	1	1	1	14
Grammar	1	1	2	3	5	3	1	..	3	..	1	19
Grammar	1	3	2	9	2	1	12
Seco.	1	..	1	..	1	1	2	6
Prop'n Primary	1	..	1	..	1	3	1	..	2	1	4
Itan Primary	2	3	2	5	4	2	..	1	16
Prop'n Primary	2	2	2	3	3	1	11
& Cos. Primary	1	1	3	7	1	..	1	12
Primary	2	1	4	6	1	8
Primary	1	1	3	5	1	10
Primary	2	2	2	5	1	11
Primary	2	2	4	4	1	8
Primary	2	2	4	4	1	13
Street Primary	2	2	4	4	1	9
Primary	1	2	3	10	1	14
Primary	1	2	4	5	1	8
Primary	1	2	4	4	1	10
Primary	3	3	5	1	9
Metropolitan Prim'y	1	..	2	1	3	1	5
Primary	1	1	1	1	5
Primary	1	1	1	5	1	4
Primary	1	1	1	2	4
Primary	1	..	1	1	2
Primary	1	..	1	1	2
Primary	1	1	2
Primary	1	1	1
Primary	1	2	2	4	1	9
Primary	1	..	1	1
Primary	1	1	..	1	2
Primary	1	1	..	1	2
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
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Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..	1	1
Primary	1	1	..					

DISTRICTS.

Number of Work Children between
1 and 1 year of age

Number of Mongolian Children a-
broad: Private Section

Mongolian Calipers between 1 and 6 years of age

Mongolian Children under 16 years of age.

Division of Children between 6 and 16 years of age who have attended no school during the school year.

Number of Children between 5 and 16 years of age who have attended private school at any time during the school year.

Number of Children between 6 and 16 years of age who have attended public school at any time during the school year.

Children under 5 years of age.

**NUMBER OF
INDIAN
CHILDREN
BETWEEN FIVE
AND FIFTEEN
YEARS OF AGE.**

**NUMBER OF
NEGRO
CHILDREN
BETWEEN FIVE
AND FIFTEEN
YEARS OF AGE.**

**NUMBER OF
WHITE
CHILDREN,
BETWEEN FIVE
AND FIFTEEN
YEARS OF AGE.**

Total.....

Girls.....

Boya.....

Total....

Girls....

Boys.....

Total....

Girls....

Boys....

**First...
Second...
Third...
Fourth...
Fifth...
Sixth...
Seventh...
Eighth...
Ninth...
Tenth...
Eleventh...
Twelfth...**

BOARD OF EDUCATION—1872.

PRESIDENT,.....JOS. CLEMENT.

MEMBERS:

- FIRST WARD W. A. PLUNKETT
528 California Street. Dwl. 335 Union Street.
- SECOND WARD.....JOS. CLEMENT
710 Washington Street. Dwl. 526 Green Street.
- THIRD WARD.....ROBERT LEWELLYN
14 Clay Street.
- FOURTH WARD.....N. HOLLAND
S. W. Cor. Clay and Montgomery Streets. Dwl. 1414 Taylor St.
- FIFTH WARD.....JOHN P. SHINE
23 Kearny Street. Dwl. 535 California Street.
- SIXTH WARD.....JOS. W. MATHER
305 Sansome Street. Dwl. 1227 Washington Street.
- SEVENTH WARD.....JOHN F. MEAGHER
Hall of Records. Dwl. 25 Minna Street.
- EIGHTH WARD.....A. L. WANGENHEIM
127 and 129 Sansome Street. Dwl. 328 Eddy Street.
- NINTH WARD.....W. T. GARRATT
138 Fremont Street. Dwl. 405 Sixth Street.
- TENTH WARD.....S. MOSGROVE
222 Third Street. Dwl. 18 Hawthorne Street.
- ELEVENTH WARD.....M. J. DONOVAN
211 Sixth Street. Dwl. 231 Eighth Street.
- TWELFTH WARD.....H. ROSEKRANS
638 Market St. Dwl. Haight St., bet. Laguna and Buchanan Sts.

Superintendent of Common Schools, J. H. WIDBER, 22 City Hall.
Deputy Superintendent, - - JOHN SWETT, 15 City Hall.
Secretary of Board of Education, GEO. BEANSTON, 22 City Hall.
Clerk Board of Education, - RICHARD OTT, 22 City Hall.
Messenger Board of Education, - JAS. DUFFY, 22 City Hall.

STANDING COMMITTEES—1872.

RULES AND REGULATIONS—Directors Holland, Meagher, and Rosekrans.
CLASSIFICATION—Directors Meagher, Plunkett, Holland, President, and Superintendent.
HIGH AND NORMAL SCHOOLS—Directors Mather, Shine, and Holland.
SCHOOL HOUSES AND SITES—Directors Donovan, Wangenheim, and Lewellyn.
JUDICIARY AND SALARIES—Directors Plunkett, Mosgrove, and Donovan.
FINANCE—Directors Shine, Wangenheim, and Garratt.
COSMOPOLITAN SCHOOLS—Directors Wangenheim, Plunkett, and Garratt.
FURNITURE AND SUPPLIES—Directors Rosekrans, Shine, and Mosgrove.
PRINTING—Directors Mosgrove, Donovan, and Lewellyn.
EVENING SCHOOLS—Directors Garratt, Meagher and Wangenheim.
JANITORS—Directors Lewellyn, Mather, Rosekrans, and Superintendent.

The report of the Deputy Superintendent is herewith submitted. It contains the results of the recent examination held in all the schools, and a detailed statement of the educational condition of the Department.

J. H. WIDBER,
Superintendent of Common Schools.

REPORT

OF

DEPUTY SUPERINTENDENT SWETT.

J. H. WIDBER,

Superintendent of Common Schools :

The educational condition of the schools will best be shown by the results of the thorough and critical examination held in May, at the end of the School year.

The expectation that the cutting down of the course of study to something like sensible limits would be productive of good results, has been fully realized.

Nearly all of the first grade pupils sent up for examination to test their fitness for entering the High Schools, passed the most searching examination ever given in this city, in a manner that reflected great credit on the training they had received during the year. The result was a pleasant contrast to the same and impotent conclusion of last year.

In all the lower grades of most schools at least four fifths of the pupils were regularly promoted.

The new course of study, judged by results, is evidently an improvement on the old course, but it has some serious defects. In fact, so long as teachers depend mainly on text-books, and so long as some of the inferior school books

forced on the city by the State Board, are continued in use, it is utterly impossible to adapt a practical and rational course of instruction.

It is to be hoped, now that the State University Law is repealed, that during the next two years, some gradual changes may be effected, and that the course of study may be revised and improved.

THE ANNUAL EXAMINATIONS.

The number of girls sent up to be examined for graduation from the Grammar Schools and admission to the High School was 219, of whom 158 passed. Eight were admitted to the High School on trial.

The number of boys examined was 123, of whom 96 passed.

ARITHMETIC.

The examination in Arithmetic was the most searching ever given in the city. And while the percentages did not range very high, the average result showed that the pupils had been well trained during the year. The pupils from three schools—the Valencia, Hayes Valley, and Washington schools—took the lead in the examination in this study. Mental Arithmetic showed a great improvement over last year. Miss Ella H. De Wolf, from the Valencia Street School, obtained the highest per cent. in Arithmetic, among the girls—85 per cent. She also ranked highest in the entire examination, obtaining 99 per cent. on the whole range of studies.

Taking into consideration the stringency of the examination, this standing is remarkable.

Among the boys, in Arithmetic, W. J. Weir, of the Hayes Valley School, and James McGauley, of the Lincoln, stood highest, each obtaining 89 per cent.

Only 20 boys and 10 girls gained 70 per cent. or over.

GRAMMAR.

The result of the examination in this important branch of school study was exceedingly satisfactory. Relatively, the questions were not so difficult as in Arithmetic; still, the examination was thorough.

There has been a great improvement during the year, in the method of teaching a practical knowledge of language.

The text-book is now made only the *basis* of instruction, and practical exercises from the reading lessons complement the memorizing of definitions.

Thirty-four girls and four boys obtained 90 per cent., or over.

GEOGRAPHY.

The questions on Geography were general in their character, relating strictly to that part of the text-book prescribed in the course—Physical Geography.

Either the book is too difficult, or too little attention is given to the subject.

Only eight girls, and no boys, obtained 90 per cent., or over.

UNITED STATES HISTORY.

The questions in this study were more difficult than usual, from the fact that Swinton's Condensed History is something more than a mere catechism. The result was satisfactory, though the percentages did not range very high.

Seventeen girls and eleven boys obtained 90 per cent., or over. Three boys gained 98 per cent.

SPELLING.

The credits in Spelling did not run very high. This was owing partly to the fact that many words were misunderstood in dictation, and partly from the fact that the words included the whole range of McGuffey's Sixth Reader.

The Spelling of the pupils in the Composition papers was excellent; those from some schools being absolutely perfect.

Twenty-seven girls and eight boys made 90 per cent., or over.

WORD ANALYSIS.

The examination in this branch was quite variable, some schools ranging very high and others very low.

Eighty girls and thirty boys obtained 90 per cent., or over.

Five girls from the Valencia School and two from the Eighth Street gained 100 per cent.

Four boys from the Eighth Street School, and one from the Valencia, gained 100 per cent.

The Valencia Street School and the Eighth Street School carried off the palm in Word-Analysis.

COMPOSITION.

The examination in this important branch was based directly on the practical exercises specified in the course of study.

The papers from some schools were excellent, showing that the pupils had been well trained; from other schools the exercises were so wretchedly written that other evidence was not needed to show that they had been under no training whatever during the year.

The course of study provides that pupils shall be drilled in letter-writing in each grade in the Grammar School—the whole making a period of four years; yet, many First Grade pupils in the examination wrote letters that would be discreditable to the scholars of a Primary School. It seems probable that the letter, written during the examination by some scholars, was their *first* attempt at letter-writing.

The class that presented the best specimens of letter-writing was that of Mrs. Baumgardner, Denman School; and the second, that of Miss Thompson, Rincon School.

The Composition exercises were very critically examined, percentages ranged all the way from 10 to 100.

Sixty-one girls and seventeen boys obtained 90 per cent., or

Eight girls obtained 96 per cent.

DRAWING.

The specimens of Architectural Drawing were very critically examined and credited. Many boys ranged very low; but on the whole, the result was quite satisfactory, considering the difficulties under which Mr. Garin, the teacher of this branch of drawing, has labored.

Eighteen boys gained 100 per cent., and forty received 80 per cent.

The specimens of Perspective Drawing by the girls were creditable. The girls of the Denman School led in this branch.

Twenty-four girls were credited 100 per cent., and fifty girls received 80 per cent.

PENMANSHIP.

The specimens of Writing of the First Grade scholars were generally exceedingly good—good enough for all practical purposes. The handwriting was plain and legible, and in many cases neat and artistic.

Forty-three boys and sixty-four girls were credited 100 per cent.; forty-one boys and seventy-five girls were credited 80 per cent.

VOCAL MUSIC.

The credits ranged high in Vocal Music; but, as in most cases, the pupils had a month's training in advance on the question which they were to be examined, the result can not be considered as any test of ability. The credits served as *extras* to point out the percentage of weak pupils.

FRENCH AND GERMAN.

The questions for examination in these two languages were prepared by Professor Levy, of the Boys' High School.

The results were quite satisfactory, showing good progress.

Eleven girls out of thirty-one examined in German obtained 80 per cent., or over; and four gained 100 per cent. Seven boys out of twenty-three examined in German gained 80 per cent., or over; and three gained 100 per cent. Out of thirty girls examined in French, seven gained 80 per cent., or over, and two gained 100 per cent. Out of twenty boys examined in French, one gained 100 per cent., and no others over 80 per cent.

There were only three scholars that stood very high in both French and German, and those were nearly perfect in both. Generally, a pupil standing high in German was low in French, and *vice versa*.

It is evidently too heavy a burden for a pupil to learn two languages and carry the English course at the same time.

SUMMARY.

The class of two hundred and fifty-four graduates from the Grammar Schools in June is the largest and, without doubt, the best-fitted class ever sent up to the High Schools. It is to be hoped the classes in both schools will maintain the reputation carried with them into the High Schools.

OTHER GRAMMAR GRADES.

The Second Grade classes in most schools passed a satisfactory examination in Arithmetic, and some ranged very high. In Grammar, the questions were more difficult; but, though the percentages were lower, most of the classes showed good progress. The papers on Grammar from all the Schools were examined and credited by a teacher employed by the Board, during the vacation.

The Grammar papers of the Third Grade classes were also credited by one person, employed by the Board. Many classes ranked high, but a few stood low.

The Arithmetic papers of the Fourth Grade classes were all examined by the same teacher. The questions for this grade were not easy; yet, while some classes stood well, others were exceedingly low.

The pupils of several classes hardly ever ranged above 25 per cent.

Quite a number of Fourth Grades were very weak throughout, and in one class not a *single pupil was promoted*.

SPELLING.

The credits for Spelling in all the grades ranged low; but it does not follow that the pupils are poor spellers. On the contrary, the compositions showed very accurate spelling. The "tabulated words" in the "Readers" swept through a wide range, and included words of difficult orthography.

DRAWING.

The specimens of Drawing from the Second Grades were good; and some of the Third Grade specimens, particularly from the Denman School, were excellent.

The Third and Fourth Grades, having no special teacher in Drawing, had to depend on themselves or on their regular class teacher.

VOCAL MUSIC.

The examination in Music was very faithfully carried out by the several teachers assigned to this duty by the Principals of the various schools.

The reports were returned to this office in good form.

The result shows that the introduction of Mason's System of

Music has been followed by unexampled progress and interest in singing. In the whole city, only about five per cent of pupils were found unable to sing the scale.

TABULAR STATEMENT OF EXAMINATIONS.

The following table is a summary of the results of the examination in the Grammar Grades:

	No. Examined.	No. Promoted.	No. Failed.
First Grades.....	322	247	75
Second Grades.....	771	497	274
Third Grades.....	973	623	350
Fourth Grades.....	1,566	865	701
Total.....	3,632	2,232	1,400

PRIMARY GRADES.

The fifth and sixth grades passed a very creditable examination on the questions submitted from this office.

The seventh and eighth grades were examined according to the judgment of each Primary Principal. The following table is a summary of results:

	No. Examined.	No. Promoted.	No. Failed.
Fifth Grade.....	2,105	1,284	821
Sixth Grade.....	1,942	1,100	842
Seventh Grade.....	3,504	2,672	832
Eighth Grade.....	4,152	2,794	1,358
Total.....	11,703	7,850	3,853

DRAWING IN PRIMARY SCHOOLS.

For a number of years, in the primary classes, there has been a little drawing on slates and boards for amusement, but there has been no systematic *training*.

Last year, in some classes, Bartholomew's small sets of Primary Drawing Cards were used, with excellent results.

Mrs. Benton has now been assigned to direct the drawing in Primary Schools. All grades below the fifth are to use Bartholomew's Cards. The teacher of each class, under the general direction of Mrs. Benton, is to be held responsible for drawing as well as for vocal music.

Mrs. Benton is a skilful and enthusiastic teacher, and the best results may confidently be expected. Drawing is now recognized by all educators as one of the *essential* and practical branches of school education.

It is highly creditable to the Board of Education that the importance of industrial drawing is so fully appreciated.

AMENDMENTS TO THE PRIMARY COURSE OF STUDY.

It was found necessary to make some changes in the primary course of study laid down for Arithmetic.

At a meeting of twelve Principals of the larger Primary Schools, it was unanimously agreed to recommend the addition to the course, of *French's First Lessons in Numbers*, as a text book in Mental Arithmetic.

In accordance with this recommendation, the Board of Education unanimously adopted the book. It displaced no book of the State Series.

The Principals also endorsed the recommendation of the Deputy Superintendent to teach decimals in connection with whole numbers, in the lowest grades. These are the amendments:

EIGHTH GRADE.

Amend Sec. 11, p. 36, by adding the following:

"Table of addition and subtraction through 5's, multiplication and division by the use of numbers, so that no product and no dividend shall exceed ten."

SEVENTH GRADE.

Amend Sec. 12—*Addition*—to read as follows:

“Slate and blackboard addition and subtraction of numbers not exceeding thousands. Multiplication table through five's. Reading, writing, adding and subtracting decimals not to exceed hundredths. French's First Lessons in Numbers. Written multiplication of numbers not exceeding thousands, and of decimals not exceeding hundredths, by unit numbers not exceeding five.”

SIXTH GRADE.

Amend Sec. 13—*Arithmetic*—to read as follows:

“*Arithmetic*—Multiplication and division—multiplier and divisor, not to exceed ten. Multiplying and dividing decimals not exceeding thousandths by numbers not to exceed ten. French's First Lessons in Numbers. Robinson's First Lessons in Written Arithmetic, to Lesson ninety.”

FIFTH GRADE.

Amend Sec. 14—*Arithmetic*—to read as follows:

“Multiplication and Division from the text-book, omitting all verbiage such as definitions and complicated analysis, composite numbers, factors, compound numbers and fractions. Multiplication and division of decimals not exceeding ten thousandths, by whole numbers. Multiplying and dividing by decimals not exceeding hundredths. Multiplying whole numbers by one-half, two-thirds, three-fourths, and five-eighths. Multiplying and dividing these fractions by whole numbers not exceeding ten. Adding and subtracting any two of these fractions. French's First Lessons in Numbers, including tables of compound numbers.” Robinson's First Lessons in Mental and Written Arithmetic.

FURTHER CHANGES.

In accordance with the State Adoption, *Swinton's Word Analysis* took the place of *Town's*, in the first and second Grades of the Grammar Schools, and *The Word-Book* (Part I of the Analysis), superseded the old edition of the Analysis in the third and fourth Grades.

At the urgent request of the Primary Principals, the *Word-Book* was put into the fifth Grade.

Bartholomew's Drawing Books, numbers one, two, and three were placed in the fifth, fourth, and third Grades.

DETAILS OF THE ANNUAL EXAMINATIONS.

Appended will be found the circulars, and the questions relating to the Annual Examinations, May and June, 1872.

CIRCULAR TO PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS.

EXAMINATIONS.

During the month of May next, Principals of Grammar Schools are requested to examine all their respective grades, except the first, in Reading, Writing and Mental Arithmetic. In large schools, Principals can begin the examination by the middle of April.

The examination in Mental Arithmetic must be conducted orally, and in the Second Grade, from Colburn's Intellectual Arithmetic. Credits will be given as follows:

Reading—Second, Third and Fourth Grades, twenty-five credits.

Writing—Second, Third and Fourth Grades, twenty-five credits.

Mental Arithmetic—Second Grade, fifteen credits.

Mental Arithmetic—Third and Fourth Grades, ten credits.

Primary Principals will examine their classes as follows:

The Fifth Grade in Reading, Writing, Drawing and Oral Instruction.

The Sixth Grade in everything except Arithmetic and Spelling. The examination in Oral Instruction must not be in writing.

No comparison of classes by means of average percentage must be made by any Principal, and no report of the average percentage of any class will be allowed by Principals or Assistants.

The examination in Music, except in the first and second grades, will be conducted by such Assistants as are competent, designated by the Principals. The examination must be oral, and the exercises selected from the music readers and charts, as designated in the several grades by the manual.

In conducting the Annual Examination, teachers will observe the following rules:

1. Principals will assign teachers so that no one shall have charge of his or her own class.

2. Teachers will require the name and age of each pupil to be written at the head of each paper; also, the name of the school, the grade, and the name of the teacher of each class, and the name of the examiner placed in charge of the class.

3. Assistants to whom papers are assigned by the Principal to be examined and credited, will examine according to their own judgment, in accordance with the printed instructions.

The name of the teacher by whom each set of papers is examined must be attached to the papers, and the examiners will be held directly responsible to the Committee on Classification.

4. Principals and examiners will take all possible precautions to prevent pupils from communicating, or aiding one another in any way, and the papers of any scholars detected in communicating or copying, must be thrown out of the examination.

5. Teachers in charge of classes will give no assistance to

pupils, but may give any explanation necessary to a fair understanding of the meaning of any question.

6. As the object of the examination is to determine what pupils are *fitted* for promotion, not how many *may* be promoted, teachers are instructed to examine and credit *strictly* and *impartially*.

7. Principals will preserve all sets of papers, subject to the call of the Committee on Classification.

8. Neither Principals nor Assistants will in any manner make any report of the average percentage of any class. The only report made will be the number examined and the number promoted.

9. The maximum number of credits to be allowed in each study will be found on each set of questions, and also in the schedule attached. The heading in the blank sheets for Examination Records must be changed to conform to the credits in the several grades.

10. The examination questions will be delivered on the order of Principals, on the morning of each day of examination.

11. All the schools will close on Friday, May 31st, 1872.

12. Principals are authorized to hold such closing exercises as they may desire, under the general rules of the Department.

13. The first grade classes will be examined for graduation from the Grammar Schools, and for admission to the High Schools, on Monday, Tuesday and Wednesday, June 3d, 4th and 5th. The boys will meet for examination in the South Cosmopolitan Grammar School building, corner of Bush and Stockton streets, on Monday, June 3d, at 9 o'clock A. M. The girls will assemble at the Girls' High School building, corner of Bush and Hyde streets, at the same time.

14. Principals are instructed to send up for examination only those pupils who, judging from the two trial examinations held during the year, and from the monthly reports, will have a fair chance of passing examination successfully. Last year more than two hundred pupils were examined who were in no wise fitted to be even presented for trial. The Committee does

not desire a repetition of this unnecessary labor this year.

15. During the vacation, the report of the examination will be made up, and the certificates of graduation will be given out at the commencement of the school term in July.

16. No certificates will be issued, and no promotions decided upon in the second, third, and fourth grades, until the commencement of the school term in July.

17. On Saturday, June 1st, Principals will send to the Superintendent's office duplicates of the examination records of each class, and the reports of the examiners in Music.

18. The blank books used by the boys of the first grade classes in Book-keeping will be sent to the office of the Superintendent for examination, on or before Friday, May 23d.

19. Principals will so assign papers for examination, that the papers in any one study in classes of the same grade, shall be examined by the same teachers, in order to secure uniformity of marking.

20. Sheets of drawing paper will be supplied by the Department for the examination on Friday, April 26th.

21. On or before June 8th, Principals of High, Grammar and Primary Schools, will make an annual report of the following statistics, as required in the circular issued by the Superintendent, August 21st, 1871:

1st. Whole number of pupils enrolled during the year.

2d. Number received by transfer from other schools, after the first day of the school year.

3d. Annual average number belonging.

4th. Annual average daily attendance.

5th. Whole number of pupils promoted from lower to higher grades at the beginning of each school month, not including the first month of the year.

SCHEDULE OF MAXIMUM CREDITS.

	ARITHMETIC	MENTAL ARITHMETIC	GRAMMAR	GEOGRAPHY	HISTORY	READING	WRITING	SPELLING	WORD ANALYSIS	COMPOSITION	DRAWING	MUSIC	ORAL INSTRUCTION	GERMAN	FRENCH
First Grade.....	100	15	100	50	50	25	25	50	25	25	25	10	...	25	25
Second Grade.....	100	15	100	50	50	25	25	50	25	25	25	10	...	25	25
Third Grade.....	100	10	50	50	...	25	25	50	25	25	10	10	...	25	25
Fourth Grade ..	100	10	50	50	...	25	25	50	25	25	10	10	...	25	25
Fifth Grade.	100	10	25	50	...	25	25	50	...	20	10	10	10	25	25
Sixth Grade.....	100	10	25	25	...	25	25	50	...	10	10	10	10	10	10
Seventh Grade.....	50	...	...	...	...	50	25	25	...	...	5	10	10	10	10
Eighth Grade.....	10	...	...	...	...	20	10	10	...	...	...	10	10	10	10

ORDER OF EXAMINATION.

Friday, April 26th—Drawing, 9 A. M. to 3 P. M.; first, second, third, and fourth grades. (This examination is postponed until Thursday, May 9th, on account of the Odd Fellows' Picnic.)

Friday, May 10th—Arithmetic, 9½ A. M. to 12½ P. M., three hours; second, third, fourth, fifth, and sixth grade classes.

Friday, May 17th—Geography, 9½ to 12½ P. M.; second, third, fourth, fifth, and sixth grade classes. History, second grade, 1 to 3 P. M.

Thursday, May 23d—German, 9 to 12.

Friday, May 24th—Grammar, 9 to 12; second, third, and fourth grade classes.

Monday, May 27th—French, 9 to 12.

Tuesday, May 28th—Spelling, 9½ to 10½ A. M.; first, second, third, fourth, fifth, and sixth grade classes. Word-Analysis, 1 to 2½ P. M.; first, second, third, and fourth grade classes.

NOTE.—The full time named in the schedule will be allowed for each study; and, if there should be any delay in delivering questions, the time will be extended so as to include full schedule time.

CIRCULAR TO PRINCIPALS.

- The Committee on Classification has determined the standard of promotion as follows:

Music and Drawing to be counted as extras.

First grade, 70 per cent., or 325 credits. Cosmopolitan classes, 70 per cent., or 360 credits.

Second Grade, 70 per cent., or 325 credits. Cosmopolitan classes, 70 per cent., or 360 credits.

Third grade, 70 per cent., or 287 credits. Cosmopolitan classes, 70 per cent., or 322 credits.

Fourth grade, 70 per cent., or 252 credits. Cosmopolitan classes, 70 per cent., or 287 credits.

*Fifth grade, 70 per cent., or 220 credits. Cosmopolitan classes, 70 per cent., or 238 credits.

†Sixth grade, 70 per cent., or 196 credits. Cosmopolitan classes, 70 per cent., or 203 credits.

Seventh and eighth grades—Standard to be determined by the Principals that conducted the examination.

Principals are instructed to make promotions strictly in accordance with these instructions.

In case there should be any exceptional pupils, Principals are requested to report the same with recommendations, to the Committee on Classification, at the end of the week.

It is especially desirable to consider the case of pupils that have remained two years in any one grade.

A Special Circular in connection with the certificates of promotion will show the use of text-books in the several grades, in accordance with the recent amendments to the Rules and Regulations.

Principals will instruct Assistants to keep in the State Regis-

* In classes in which the standard of Composition was taken at 20, as directed in the Schedule of Examination, the perfect standard will be 315 ; when Composition was taken at 25, the standard will be 320. Cosmopolitan classes, 25 added to the above.

† The standard for this grade varies in different classes. When the schedule instructions were followed, making 10 credits the standard for Composition, the total will be 280 ; when Composition is taken at 20 credits, the standard will be 290. Cosmopolitan classes, 10 added.

ters a record of each half-day's attendance and absence, and to make the averages accordingly.

Attention is called to the following change in session hours, made by an amendment to the Rules and Regulations:

"SECTION 80. Each school day shall consist of two sessions. The morning session shall begin at 9 o'clock A. M., and end at 12 M. There shall be a recess of 15 minutes at 10:30 A. M. The afternoon session shall begin at 12 M., and end at 3 P. M., with an intermission of one hour from 12 M. to 1 P. M., and a recess of 15 minutes at 2 P. M.

"SECTION 81. In Primary Schools not in the same building with the Grammar Schools, the morning recess at 10:30 A. M. shall be of 20 minutes duration, and the afternoon recess at 2 P. M. of 20 minutes duration."

It is expected, under the new rule of allowing a noon intermission of one hour, that Principals will permit all pupils, whose parents request it, to go home to lunch; and that they will revoke the permission only when pupils become habitually tardy.

CERTIFICATES OF PROMOTION.

The blank Certificates of Promotion, or Record of Examination, will be sent to each school on Monday morning, July 8th, 1872, together with the records of the several classes.

The most expeditious way summing up the records will be to give to the teachers of the several classes their own records, and to instruct the teacher to keep the pupils busy by requiring them to add the records.

Teachers are instructed to make out a report of pupils that *fail* to be promoted, as well as of those who gain promotion.

Reports of the whole number examined, the number promoted, and the number not promoted, must be returned to the Superintendent on or before Friday, the 12th inst.

EXAMINATION OF FIRST GRADE CLASSES.**RULES AND REGULATIONS.**

1. No communication.

2. No use of books during examination.

3. Write your name on one of the cards given to you, for the examiner, and keep the other to enable you to remember your number in examination. Be careful to make no mistake in your number.

4. Write on only one side of each sheet of paper, number your pages, leave a margin, divide into paragraphs, and do not crowd your words.

Paper is cheap; write in a large, legible hand, and thereby save the examiners much vexation of spirit, and yourselves some extra credits.

5. If you find a question that puzzles you, do not waste time in worrying over it, but pass over to the next, and return to it after you have answered the others.

6. Do not hurry; do not worry; do not get excited and nervous, but quietly write all you know about the subject.

7. Do not fold your paper.

8. In Arithmetic, separate every operation by ruled lines across the page, or by a blank space. Make large figures, and do not mix up operations.

9. In Grammar, use the briefest forms of parsing and analysis; and do not waste words on details. Any School Grammar will be recognized as authority.

10. Don't attempt to "cram" for the examination, for it will only confuse you.

11. If any scholar is detected in communicating, the examiners will mark on the paper then under examination "twenty-five credits deducted."

ARITHMETIC.—FIRST GRADE.

One hundred Credits. Four Hours.

FIRST SET.

. The area of a square lot of land is 555,025 square feet, how far is it from one corner to the corner diagonally opposite?

. The entire area of all the faces of a cubic block of wood is 456 square inches; what is the length and breadth of one edge of the block?

. If the carpet for a room 15 feet long, 16 feet wide, and 8 feet high, cost \$40, how much will a carpet of the same kind cost for a room 14 feet long, 18 feet wide, and 12 feet high? (Compound proportion.)

. What is the commercial discount on a bill of goods increased at \$1500, sold on five months time, at $2\frac{1}{2}$ per cent. off cash?

. What is the present worth of a note of \$1000, due in 1 year, 8 months, 20 days, when money is worth 10 per cent. a year?

. A merchant wishes to borrow of the Bank of California \$1000 for ninety days, for what amount must he make his note, if he gets it discounted at the rate of $1\frac{1}{4}$ per cent. a month?

. How shall I mark cloth that cost \$1.60 a yard, to gain 20 per cent.; and what per cent. shall I lose, if I sell it at \$1.55 a yard?

. A speculator bought 1000 shares of Crown Point Mining stock at \$75 a share; what per cent. will he make on his investment, if he sells it at \$1500 a share?

. A broker bought 75 shares of C. P. R. R. stock at 20 per cent. discount; he sold 40 shares at 25 per cent. discount, and the remainder at 10 per cent. discount. Did he lose or gain, and how much?

10. A commission merchant receives \$5000 to buy wheat at 60 cents per pound. His commission rates are $2\frac{1}{2}$ per cent. on the purchase and 1 per cent. on the sale. What is his commission, and how many centals of wheat will he buy?

11. $1\frac{1}{2} - 1\frac{1}{4}$ is what per cent. of $5 - 15$ of $\frac{1}{2} - 60$? 24 is i per cent. of what number? $\frac{1}{2}$ is what per cent. of $\frac{1}{4}$? 20 books are what per cent. of 2 books?

12. What is the interest on a note of \$4000, from May 29th 1871, to April 19th, 1872, at 10 per cent. a year?

13. On the 8th of January, 1870, you hired \$2000 of John Doe, agreeing to pay him 12 per cent. interest. On the 15th of May, 1871, you paid him \$1500; how much will you owe him on the 4th of July, 1872?

14. What will \$100 amount to in 6 months, interest at 2 per cent. a month, compounded monthly?

15. Find the sum, difference, product and quotient of $\frac{1}{2}$ and $\frac{1}{4}$.

16. Find the sum, difference and product of the decimals four thousands and eight millionths, and the quotient of the first decimal divided by the last.

17. Divide three-fifths by seven-eighths and give a brief analytical solution. (No credits will be allowed for the answer unless the analysis is given.)

18. I desire to carpet a room 25 feet long by 20 feet wide and 18 feet high, having two doors and a bay window, with carpeting $\frac{1}{4}$ of a yard wide, worth \$1.50 a yard. How much will it cost me?

19. How many times will the wheel of a railroad car, ten feet in circumference, revolve in rolling from San Francisco to New York—3600 miles?

20. I own a lot of land $137\frac{1}{2}$ feet square. It is covered by a deposit of sand three feet thick, which it is necessary to remove to reduce it to the city grade. At 25 cents a cubic yard, how much will it cost to grade my lot?

ARITHMETIC.—SECOND GRADE.

One hundred Credits. Twenty Questions, five Credits each.
Three Hours.

No credits allowed unless the answers are exactly right, except in questions where analysis is required. No credits for answers without the operation in figures.

1. Find $\frac{1}{5}$ of 7 mi., 108 rd., 3 yd., 1 ft.
2. Reduce 25 sq. rd., 3 sq. yd., 8 sq. ft. to square inches.
3. How many cords in a pile of wood 160 feet long, 4 feet wide, and 8 feet high?
4. .0015 mi. is what decimal of a rod?
5. How many seconds in the month of January?
6. The length of gas pipe in use in a certain city last year was 23 mi., 194 rd., 2 yd., and now it is 25 mi., 46 rd., 1 yd. How much pipe has been laid during the year.
7. The war of Secession commenced April 12, 1861, and closed May 26, 1865. How long did it last?
8. How many acres in a tract of land 10 miles square?
9. What is the difference between 12 square rods and 12 rods square?
10. If the Nile river has deposited $\frac{1}{8}$ of an inch of sediment yearly at its mouth, how many feet and inches has its bed been raised during the last 5,000 years?
11. Find the sum, difference and product of five-sevenths and four-ninths, and the quotient of five-sevenths divided by four-ninths.
12. Find the sum, difference and product of 4.5 and two thousandths, and the quotient of the last decimal divided by the first.
13. Multiply two-thirds by five-sevenths, and give an analytical solution. (No credits for the answer without the reason.)
14. Divide 16 by $\frac{3}{4}$ and give an analytical solution. (No credits for the answer without the explanation.)
15. At one-fifth of a cent apiece, how many apples can you buy for \$100?
16. How many cubic feet in a room 20.5 feet long, 18.25 feet wide, $10\frac{1}{2}$ feet high?
17. At $\frac{3}{4}$ of a cent a pound, how many sacks of potatoes, 100 lbs. in a sack, can you buy for \$1,000?
18. How many pounds of beefsteak, at $6\frac{1}{2}$ cents a pound, can be bought for \$7.25?
19. Divide four by eight millionths and multiply the quotient by four millionths.

20. How many oranges can you buy for \$20 if you pay for each orange $\frac{2}{3}$ of $\frac{1}{4}$ of 5 cents?

NOTE TO PUPILS.—Carefully examine your work to correct errors and blunders. Mark your answers on the printed set of questions and carry it home to your parents, so that they can judge of the correctness of your work.

ARITHMETIC.—THIRD GRADE.

One Hundred Credits. Three Hours.

1. Reduce 2 years, 5 months, 7 days, 3 hours, 11 minutes, 3 seconds, to seconds.
2. Reduce 5 miles, 20 rods, 10 feet, 3 inches to inches.
3. How many cubic feet in a box 5 feet square on the ends and 12 feet long?
4. A surface 12 feet square is how many times as great as one having 6 square feet?
5. From 4 T., 1 cwt., 2 lbs., 3 oz., subtract 1 T., 11 cwt., 99 lbs., 15 oz.
6. Multiply 10 cubic yards, 20 cubic feet, 500 cubic inches, by 10.
7. Find one-half of 9 lbs., 7 oz., 5 pwt., 9 grains of silver.
8. What will $16\frac{1}{4}$ pounds of beefsteak cost, at $12\frac{1}{4}$ cents a pound?
9. How many oranges, at $\frac{2}{3}$ of a cent apiece, can you buy for \$40?
10. If three knives cost $\$1.87\frac{1}{2}$, how much will 12 dozen cost?
11. From 100 subtract half a millionth and multiply the remainder by the decimal two thousandths.
12. Add an eagle, a half-eagle, a quarter-eagle, a dollar, a half-dollar, a quarter-dollar, a dime, a half-dime, a three-cent piece, and a cent.
13. Find the sum, difference and product of $\frac{2}{3}$ and $\frac{1}{3}$, and divide $\frac{2}{3}$ by $\frac{1}{3}$.

14. Find the sum, difference and product of 2.5 and .25, and divide the last fraction by the first.

15. From 100 subtract .001, and divide the remainder by the decimal one millionth.

16. Divide 20 by $4\frac{1}{5}$, and give an analytical solution. (No credits for the answer without an explanation.)

17. Multiply 16 by $\frac{3}{4}$, and explain the process. (No credits without the explanation.)

18. Add $4\frac{3}{4}$, $12\frac{1}{4}$, $5\frac{2}{5}$, and from the sum subtract $20\frac{4}{5}$.

19. Least common denominator of $\frac{5}{16}$, $\frac{7}{12}$, $\frac{11}{18}$.

20. Divide 975 by 2 and explain each step. (No credits without the explanation.)

NOTE TO PUPILS.—Examine your work carefully to correct errors or blunders. Carry home to your parents this set of questions. Mark your answers on the questions so that your parents can tell whether you were right or wrong in working them.

ARITHMETIC.—FOURTH GRADE.

One Hundred Credits. Three Hours.

1. Find the sum, difference and product of four-fifths and two-thirds.

2. Find the sum, difference and product of .5 and .05.

3. From 1,000 subtract .009, and multiply the remainder by .01.

4. Add one-eighth, one-twelfth and one-sixteenth, and multiply the sum by one-half.

5. Multiply $4\frac{1}{2}$ by $4\frac{1}{2}$.

6. Add $\frac{3}{4}$ and .05.

7. What will $10\frac{1}{2}$ pounds of sugar cost at $10\frac{1}{2}$ cents a pound?

8. What will 150 eggs cost at \$.37 $\frac{1}{2}$ a dozen?

9. From \$100 subtract half a cent, and multiply the remainder by 2.5.

10. Change $\frac{1}{2}$, $\frac{3}{4}$ and $\frac{1}{8}$ to decimals and add.

11. Multiply 222 by three-fifths and explain the operation. (No credits for the answer without analysis.)

12. Multiply 1 by $\frac{1}{2}$, subtract $\frac{1}{10}$, and multiply the remainder by 1.

13. Multiply 25 by 37, and explain each step in the multiplication. (No credits for the operation without the explanation.)

14. Divide 375 by 2, and explain each step. No credits for the operation without the explanation.

15. $475 + 672 + 897 + 543 + 259 + 999 + 777 = ?$

16. Multiply 245 by 164, and divide the product by 19. (No credits unless the final answer is exact.)

17. Find the sum, difference and product of 10.025 and 39, and the quotient of the first number divided by the last. (One credit for each different point required.)

18. Reduce $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ to a common denominator, and add.

19. Reduce $\frac{144}{1728}$ to its lowest terms.

20. How many pounds of tea, at 75 cents a pound, can I buy for \$100?

21. If 1 ton of iron cost \$40, what will $\frac{3}{8}$ of a ton cost? (Write out the solution.)

22. 20 is $\frac{4}{5}$ of what number? (Write out the solution.)

23. $\frac{1}{4}$ of 8 is how many times $\frac{1}{2}$ of 12? (Write out the solution.)

24. How many apples, at $\frac{1}{2}$ a cent apiece, can you buy for \$10?

25. If 20 oranges cost 75 cents, how much will 10 dozen cost?

NOTE TO PUPILS.—After you have worked the last question, go carefully over the operation of each question, to make certain that you have made no blunders.

You will be allowed to carry home to your parents your set of printed questions, on which you can mark your answers. This will enable you to determine very nearly what per cent. of credits you will obtain.

ARITHMETIC.—FIFTH GRADE.

One Hundred Credits. Three Hours.

- . Find the sum, difference and product of 450 and 29, and quotient of the first number by the last.
- . Divide 139,108 by 1,000.
- . Divide 444 by 3, and explain each step. (No credits less the explanation is given.)
- . Multiply 524 by 7 and explain each step. (No credits less the explanation is given.)
- . Divide 144,654 by 27.
- . Multiply 100,120 by 2,005.
- . From 104,021 subtract 9,034.
- . From 100,000 subtract 1,001.
- . $684 + 275 + 987 + 673 + 428 + 588 + 375 + 224 + 187 = ?$
- 0. $75 + 34 + 99 + 87 + 32 + 73 + 68 + 21 + 37 + 89 = ?$
- 1. How many times must 12 be added to make 144?
- 2. How many times can 144 be subtracted from 1,728?
- 3. Divide 247,684 by 12,146.
- 4. Find the prime factors of 96, 120, 85 and 128.
- 5. By cancellation find the quotients in the following exercises: $\frac{210}{30}$ $\frac{168}{24}$.
- 6. Write and add the following: One hundred seventy, thousand three hundred eleven, three hundred seven thousand five hundred four, five hundred eleven thousand and eleven, three million five hundred seventy-four thousand one hundred twenty-seven.
- 7. Multiply 100,008 by 2,020 and divide the product by 4.
- 8. Add 32,507, 10,325, 46,028, 53,106, 61,007, 20,706.
- 9. 10 is one-half of what number?
- 10. If 4 oranges cost 40 cents what will 10 oranges cost?

NOTE TO PUPILS.—Look your work over carefully to correct any blunders or errors. You will be allowed to carry home to your parents this printed set of questions. Mark on it the answers which you have obtained, and you will be able to tell what per cent. you obtain.

ARITHMETIC.—SIXTH GRADE.

Three Hours.

1. Divide 594 by 2 and explain what you do with the remainder after dividing each figure. (No credits for operation unless the reason is given.)

2. Multiply 476 by 7 and explain why you carry the left hand figures after each multiplication. (No credits for the operation without the reason.)

3. From 73 subtract 54, and explain how you take 4 from 3. (No credits without the reason.)

4. Multiply 302,102 by 9.

5. Divide 5,984,678 by 7.

6. From 100,000 subtract 1,020.

7. Add 75, 44, 26, 38, 47, 64, and tell why, after adding the units column, you write the right hand figure and carry the left.

8. Add 152, 237, 123, 132, 173, 254, 135, 156.

9. Write and add the following: One thousand seventy, ten thousand one hundred four, one hundred fifty thousand one hundred eleven, one million and one, forty, four, four hundred. (No credits unless the amount is *exactly* right.)

10. Find the sum, difference and product of 408 and 15.

NOTE TO PUPILS.—Look your work over very carefully to correct mistakes and errors. You can carry home this printed set of questions to your parents. Mark on it your answers.

GRAMMAR.—FIRST GRADE.

One Hundred Credits. Four Hours.

1. Conjugate the verb "write" in the future perfect (second future tense), indicative mood.

2. Synopsis of the verb "fly," with the noun "kite," in the indicative and potential moods.

3. Principal parts, participles and infinitives of the verb "ride."

4. Decline "I" and "you," "thou" and "thee."
5. How does a relative pronoun differ from a personal pronoun?
6. "He brought me what he found." Parse "what."
7. What is the common way in which the plural of nouns is formed? Name two other ways, and illustrate by examples.
8. Principal parts of the following verbs: *catch, dive, freeze, heat, slide, sleep, throw, light.*
9. Principal parts of the following verbs: (No credits unless both forms are given when the verb has two) *begin, drink, eat, side, shrink, sing, spring, swim.*
10. Principal parts of the following verbs: *beware, can, may, must, ought, will, shall, wit.*
11. Write a sentence which shall contain the two principal elements or parts of a sentence, and the three kinds of adjuncts, modifiers or subordinate elements which a sentence may have.
12. Write a complex sentence containing the words: *history, study, county.*
13. Write a compound sentence which shall contain an adjective clause, and an adverbial clause, using the words *Europe, America.*
14. What is the rule about pronouns having two or more antecedents?
15. What is the rule about verbs connected by a conjunction?
16. What else except a noun may be the subject of a sentence?
17. What besides a noun may be the object?
18. Unite all the following propositions into a complex sentence: Hood was bred in the profession of an engraver. (Principal.) (a) In time he forsook his profession. (b) He found something. (c) He could command the attention (d) of the public by his whimsical verses. (a, b, c, subordinate clauses)
19. Unite all the following propositions into a compound sentence, having two principal propositions, with two subjects and two predicates: (Principal propositions.) (a) He returned. (b) He called for a glass of water. (Subordinate elements.) The distance was about a mile. He was on horseback. He returned to the camp. He was faint with the loss of blood. He was parched with thirst owing to the summer heat.

EXAMPLE.

“ Let us, then, be up and doing,
 With a heart for any fate ;
 Still achieving, still pursuing,
 Learn to labor and to wait.”

20. What kind of sentence? Why?
21. Parse *be* and *learn*.
22. Parse *achieving*. What is the second line, and what does it modify?

EXAMPLE.

The mother who conceals her grief,
 While to her breast her son she presses,
 Then breathes a few brave words and brief,
 Kissing the patriot brow she blesses,
 With no one but her loving God
 To know the pain that weighs upon her,
 Sheds holy blood as e'er the sod
 Received on Freedom's field of honor.

23. What kind of a sentence? Why?
 24. Parse *sheds*, *kissing* and *God*.
 25. Name the adjective clauses, the adverbial clauses, the participle phrases.
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GRAMMAR—SECOND GRADE.

One Hundred Credits. Four Hours.

NOTE TO PUPILS.—Directions:

1. Write on only one side of the sheet.
2. Number each answer to correspond with the question, and divide into paragraphs with spaces between.
3. Paper is cheap. Write in a good-sized hand, and do not crowd your words.
4. You will not be allowed to write out your answers either on your slate or on extra paper, but must write your final answers directly on the first sheets of paper given to you.

Each teacher will strictly enforce this direction; otherwise the papers can not be finished in the required time.

5. Carry home your questions to your parents.

6. The questions will be given to you in separate sheets, but you must put all the answers together in one paper.

7. In parsing, make use of the shortest possible models, giving neither rules nor reasons; as in the sentence, "Fire burns." Fire is a noun, subject of burns; "burns" is an intransitive verb, its subject is fire.

QUESTIONS.

1. Synopsis of the verb *to be*, indicative and potential moods, third person, singular.

2. Synopsis of the verb *stop*, indicative mood, passive voice, third person, singular.

3. Write a complex sentence using in it the words—*Crime ; punishment ; death*.

4. "I am telling an old tale; but it is one which must be told when we speak of those men." What kind of a sentence is this? Why?

5. In the preceding example, parse *one* and *which*.

EXAMPLE.

Let your brown hair just lighted with gold,
Fall on your shoulders again, as of old;
Let it fall over my forehead to-night,
Shielding my faint eyes away from the light.

What kind of a sentence is the preceding? Why?

7. What are the first two lines taken together? What is "Just lighted with gold?"

8. Name the phrases in the last two lines. Tell what the last line is, and what it modifies.

9. Parse *fall* in the second line, and *shielding* in the fourth line.

10. What is "As of old?" What is "On your shoulders again?"

11. Change the whole stanza into a plain prose sentence.

12. How many elements, or parts, may there be in a sentence?

13. Write a sentence containing all these parts, using the words, *valley of the Mississippi ; produces.*

14. What are the two rules about verbs having two or more nominatives?

15. Correct the following examples in false syntax:

"He meant her, she that was married last week."

"Every pupil ought to be careful in correcting their examples in false syntax."

"The Board of Education were unanimous in passing the resolution."

"Who did John Smith marry,—her with the red hair?"

16. Correct the following:

"Thee being absent, he would not tell which he knew."

"Let her take heed lest her fails."

17. Correct the following:

"Keep it a secret between you and I."

"Thy took she to be I."

"Whom is it? It am me."

"Can truth or honor change their character?"

18. "It is an old saying that 'Truth lies in a well.'" Give a brief analysis.

19. "Having said this, he closed his eyes in death." What kind of a sentence? What is "having said this?"

20. "Tell me not in mournful numbers,
Life is but an empty dream."

Brief analysis, omitting all reasons.

21. Parse "tell." What is the object of tell?

22. Parse *but* and *dream*.

23. How is the possessive case of nouns formed in both numbers?

24. "So let it be with Cæsar." What kind of a sentence? Why?

25. Parse *it* and *be*.

GRAMMAR.—THIRD GRADE.

One Hundred Credits. Four Hours.

1. Conjugate the verb *write*, in the indicative mood, future perfect (a second future) tense.

2. Synopsis of the verb *run* in the indicative mood, third person, singular.

3. Write a compound sentence, using in it the following words: feelings, sections, union, constitution.

4. Define a simple sentence and illustrate by a sentence containing *language, Americans, English*.

5. Write a complex sentence containing the words "examination" and "when."

6. Analyze the sentence, "Rome was an ocean of flame."

6. Parse each word in the preceding sentence, "Rome," etc., using the shortest form of parsing, without rules. as "Rome is a noun, and the subject was.

EXAMPLE.—"The king had just returned from hunting, and the glare of the sun had so affected his eyesight that he found it difficult to make out a single word of the manuscript."

What kind of a sentence is the preceding one, and why? (No credits whatever unless the answer states definitely what kind of a sentence.)

9. Parse "had returned."

10. Name each simple subject in the preceding example, and the simple predicate with which it is joined.

11. Name, in three perpendicular columns, all the nouns, adjectives and pronouns found in the "Example" above.

12. Parse "to make" and "that."

13. EXAMPLE

"Beneath her torn hat glowed the wealth
Of simple beauty and rustic health."

Put the "example" into the natural prose order of an English sentence, and tell what kind of a sentence.

14. Parse "wealth" and "beneath."

15. Decline "her" and compare "simple."

16. Define a verb and a noun.

17. Compare *best, ill, less, most, farther, last*.

18. What is a relative pronoun.

19. Decline *who* and *it*.

20. Write a sentence containing the verb *eat*, in the first

person, first future tense, indicative mood; in the second future (future perfect) tense.

21. Principal parts and the participles of the verb *see*.

22. How many kinds of adjuncts, or modifiers, may there be in a sentence?

23. What is a phrase? A clause?

24. What is a participle?

25. Write a compound sentence, using the words *California, Maine*.

GRAMMAR.—FOURTH GRADE.

Fifty Credits. Three Hours.

No credits for the three following questions, unless the declension is correct in every particular.

1. Decline the pronoun *I*.

2. Decline the pronoun *it*.

3. Decline the pronoun *she*.

4. How is the plural number of nouns formed?

5. Compare the adjectives *wise, hot, busy, excellent*.

6. Conjugate the verb *be* in the Indicative Mood, Present Tense.

7. Conjugate the verb *be* in the Indicative Mood, Future Tense.

8. Conjugate the verb *be* in the Indicative Mood, Past (or Imperfect Tense).

EXAMPLE.

“What an excellent thing is knowledge,” said a sharp-looking, bustling little man, to one who was much older than himself. “Knowledge is an excellent thing,” repeated he. “My boys know more at six and seven years old than I did at twelve. They can read all sorts of books, and talk on all sorts of subjects. The world is a great deal wiser than it used to be. Every body knows something of every thing now. Do you not think, sir, that knowledge is an excellent thing?”

9. Name all the nouns in the preceding example. (One credit off for each omission or error.)
 10. Name all the verbs. (Same credit.)
 11. Name all the adjectives. (Same credit.)
 12. Name all the personal pronouns. (Same credit.)
 13. (Two credits.) Write a simple sentence, using the words *good* and *my*.
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LANGUAGE.—FIFTH GRADE.

Twenty-five Credits. Three Hours.

EXAMPLE.

“In a menagerie at Brussels, there was a cell where a large lion, called Danco, used to be kept. The cell happened to be in need of repair, and the keeper, whose name was William, desired a carpenter to come and mend it. The carpenter came, but was so afraid of the lion, that he would not go near the cell alone.”

1. Name the nouns in the preceding sentence. (One credit off for each error or omission.)
2. Name all the adjectives. (Same credit.)
3. Name all the articles. (Same credit.)
4. Correct the following sentences:
5. Her writes well. Henries book have been lost. It was him. He done the work good.
6. Correct the following:—She sings sweet and dresses neat. Thee are a gooder boy than him are. Apples and peaches is good. I is going to home.
7. Correct the following in spelling and capital letters:
he sayed go into egypt. George washingtons Farther one Day prepared a Bed of Earth in the garden near georges favorite walk. it is rather wonderful sayed mr. washington. (One credit off for each wrong use of a capital, or the omission of one.)
8. (Correct spelling and capitals.) He started from San

francisco on wensday Morning, stoped a Week at salt lake city in utar and arrived in new York on tuesday, the 15th of march a. d. 1872. (One credit off for each omission or wrong use of a capital letter.)

9. (One credit.) Punctuate and correct the following sentence:—"when will henry go to fiiladelphy."

LANGUAGE.—SIXTH GRADE.

Twenty-five Credits. Three Hours.

In addition to other corrections, count one credit off for every four misspelled words.

EXAMPLE.

Late in the morning of her cousin Ellen's birthday, Susan finished her work-basket. The carriage was at the door. Her father's voice was heard calling her.

So she was obliged to go down, with her basket but half wrapped up in a piece of paper.

As the carriage went on, Susan pulled the paper by each of the four corners, first one side, and then the other, to hide the basket.

1. Write in two columns all the nouns in the preceding example.

2. Write all the adjectives.

3. Write all the articles.

4. Correct the following sentences:

[1] i haint got none.

[2] him and me done it.

[3] she hadn't ought to get promoted.

5. [1] mary and susie goes to School and dont never get kept for not having no lessons.

[2] i got up and got my breakfast and got my lesson and got to school in time not to get checked for getting late.

[3] the city of sanfrancisco is the largest sitty in calatonia, and the third seaport city in the united states of america. the public schools of this city are good, and all the scholars of the sixth grade no how to use cappital leters corectly, and never mispel no words.

Correct this letter. (25 credits.)

sanfrancisco, may 24, 1872.

y brown.

deer frend. mother has told me that i may invit and mariar smith to come to my house on wensday next little tee party. your cuzzins fred tompson and georg it will come. i shell have some nutts and razins and nbcake and candy. Bring your butiful wax doll, the one has got a blew silk dress and redd cheaks and black eyes.

Yours truely,

(Sign your own name.

NOTE.—Divide the whole number of credits by 2, counting ½ unit.

SWINTON'S WORD-ANALYSIS.—FIRST GRADE.

Eleven Questions—Two Credits Each.

Define the Anglo-Saxon prefix *be* and form with it five ds.

Define the suffixes *hood* and *kin* and form five words with l.

Define the suffixes *ly* and *ible* and form five words with l.

Rule for final *e* followed by a vowel.

Name five suffixes which form nouns and give a word to trate each.

Derivation of Sunday, Monday and Thursday.

What is the distinction between *invent* and *discover*?

Write five words, each having a different suffix, mean-
"one who."

What is the distinction between *teach* and *learn*?

10. Write a synonym of *teachable*, *acute*.
 11. Define *school*, and write and define four of its derivatives.
 12. Define the suffixes *ment* and *ship*, and form three words with each.
 13. (1 credit) Name five suffixes, meaning "one who," form two words with each.
-

SWINTON'S WORD-ANALYSIS—SECOND GRADE.

Twelve Questions—Two Credits Each.

1. What is the distinction between *artist* and *artisan*?
2. What is the distinction between negligence and neglect; courage and fortitude?
3. Write three synonyms of *abandon*; three of *belief*; two of *gallant*; two of *comic*.
4. Derivation of *wife*, and three derivations from the same root.
5. Derivation of *heathen*.
6. Derivation of *spell*, and two derivatives.
7. Write four words, each having a different suffix meaning "having the quality of."
8. Add five different suffixes to *express*, and define each.
9. Form a verb, a noun, and an adverb out of *hard*, and use each in a separate sentence.
10. Write and define six words, each having a different prefix.
11. Write and define six words, each having a different suffix.
12. Rule for doubling a final consonant.
13. (One credit.) Name six suffixes which form nouns, and give a word to illustrate each.

WORD-ANALYSIS.—THIRD GRADE.

Twenty-five Credits. Twelve Questions—Two Credits Each.

Define *Home*, and write and define three of its derivatives.
Define *educate*, and write and define three of its deriva-

s.

Write five *diminutives*.

Give the derivation of *heaven* and *heavy*.

Give the derivation of Sunday, Monday, Wednesday and Thursday.

Give the derivation of *if* and *gift*.

What is the distinction between *pride* and *vanity*?

What is the distinction between "invent" and "dis-cover?" Illustrate by sentences.

What is the distinction between *education* and instruction?

1. Write five words, each having a different suffix meaning "one who."

2. Write five words, each having a different suffix meaning "ing or State of Being."

3. Write and define five prefixes.

4. (One Credit.) Of what use is the study of Word-analysis?

WORD-ANALYSIS.—FOURTH GRADE.

Twenty-five Credits. Ten Questions—Two Credits Each.

1. Define the prefix *be*, and form five words with it.

2. Define *disease*, and form five words with the prefix.

3. Define the prefix *en*, and form with it five words.

4. Define the prefix *re*, and form with it five words.

Name and define five more prefixes.

What is the rule for final *e* followed by a vowel? Illustrate by giving five words.

Define the suffix *able* or *ible*, and form with it five words

8. Define the suffix *er* in nouns, and form with it ten.
9. Define the suffix *ly*, and give five words to illustrate.
10. Name and define five more suffixes.

One at Five Credits

- (a) Write a synonym of *teachable*.
- (b) What is the distinction between *teach* and *instruct*?
- (c) Write five derivatives of *Heath*.
- (d) Define *School*, and write four of its derivatives.
- (e) Write five derivatives of *-judge*.

COMPOSITION.—FIRST GRADE.

Twenty-five Credits

1. (Twenty-five Credits.) Write out in prose the first, fourth and eighth stanzas of "The Village Blacksmith," 86, McGuffey's Sixth Reader.

2. (Twenty-five Credits.) Address a short note to Wilber, Superintendent of Common Schools, stating studies you like best, and in what you think yourself deficient.

[NOTE.—In crediting, count the form of opening and closing, punctuation and capitals.]

3. (Twenty-five Credits.) The teacher conducting the examination will read from Swinton's U. S. History, pages 299, paragraphs 17, 18, 21, 22, 25, and require the pupil to write an abstract of them, without referring to the open book.

[NOTE.—In crediting, count style of sentences, spelling and punctuation. One credit off for each misspelled word.]

[NOTE.—Add the credits of the three topics, and divide by three to find the average.]

PENMANSHIP AND COMPOSITION.

Pupils will write at the head of their papers their name, grade, school and name of teacher. The specimens and positions of the first and second grades will be sent to the Superintendent of the District before they are credited.

PENMANSHIP.—FIRST GRADE.

Copy the first stanza of Lesson 58, page 167, McGuffey's Fifth Reader. Write a set of Capital Letters and a Promissory Note. Penmanship, 25 credits.

Principals will arrange a change of teachers, so that no teachers will have charge of their own classes. Principals will allow any teacher to examine and credit the papers of his or her class. Assistants will examine papers assigned to them solely in accordance with their own judgment and the instructions on the printed questions, without reference to any special instructions of principals. The name of the teacher who examines must be attached to each set of papers, and the examiners are held responsible directly to the Committee on Classification.

COMPOSITION.—SECOND GRADE.

Twenty-five Credits.

(One credit off for each misspelled word in each exercise.)

A. (Twenty-five Credits.) Write out in prose the first, second and fourth stanzas of "The Grandfather," page 51, McGuffey's Fifth Reader.

B. (Twenty-five Credits.) Address a short letter of thanks to your father, mother, or guardian, for an imaginary birth-day present.

[NOTE.—In crediting, count the form of beginning and ending the letter, punctuation and neatness.]

C. (Twenty-five Credits.) The teacher will read to the class from Swinton's U. S. History, page 110, from paragraph 11 to paragraph 18, and will require the pupils to write an abstract about "American Views of Taxation," without referring to the text book.

[NOTE.—In crediting, count style of sentences and capitals.]

[NOTE.—Add the credits of the three separate topics, and divide by 3 to find the average, counting $\frac{1}{2}$ as a unit, and $\frac{1}{3}$ as a thing.]

COMPOSITION.—THIRD GRADE.

Twenty-five Credits.

(One credit off for each misspelled word in each exercise.)

1. (Twenty-five Credits.) The teacher will read to the class from McGuffey's Fifth Reader, Lesson 1, page 37, "The Forest Trees—A Fable—and then require the pupils to write it out in their own language.

2. (Twenty-five Credits.) The teacher will read to the class from Monteith's Manual of Geography, page 132, the 33d, 34th, 36th and 40th paragraphs, and require the pupils to write as much of it as they can without referring to the book.

3. (Twenty-five Credits.) Address a letter to the principal of your school, requesting to be promoted to the second grade, and giving your reasons for the request.

[NOTE.—Add the credits of the three sections, and divide by 3 to find the average, counting $\frac{2}{3}$ as a unit, and rejecting $\frac{1}{3}$.]

Principals will arrange a change of teachers so that no teachers will have charge of their own classes. Principals will not allow any teacher to examine and credit the papers of his or her class. Assistants will examine papers assigned to them strictly in accordance with their own judgment and the instructions on the printed questions, without reference to any special instructions of principals. The name of the teacher who examines must be attached to each set of papers, and the examiners are held responsible directly to the Committee on Classification.

COMPOSITION.—FOURTH GRADE.

Twenty-five Credits.

(One credit off for each misspelled word in each exercise.)

1. (Twenty-five Credits.) Write out in prose the story of "The Hare and the Tortoise," 66th page of McGuffey's Fourth Reader.

2. (Twenty-five Credits.) The teacher will read from McGuffey's Fourth Reader, page 201, the first and second paragraphs, from the Lesson on the Elephant, and require the class to write them out from memory.

3. (Twenty-five Credits.) Address a note to your teacher, requesting to be excused from school at 2 o'clock, on account of any reason which you choose to give.

[NOTE.—Add the credits of the three sections, and divide by 3 to find the average number of credits, disregarding fractions.]

COMPOSITION.—FIFTH GRADE.

Twenty-five Credits.

1. (Twenty Credits.) Write out in prose the first, second and third stanzas from page 95 of McGuffey's Fourth Reader.

2. (Twenty Credits.) Write a letter of at least ten lines to anybody, about anything you choose.

3. (Twenty Credits.) The teacher will read to the class the first, second and ninth paragraphs from McGuffey's Fourth Reader, page 83, Lesson 25, "The Lion," and require the pupils to write out from memory.

[NOTE.—Add the credits of the three sections, and divide by 3 to find the average, disregarding fractions.]

HISTORY.—FIRST GRADE.

Fifty Credits.

1. What was the population of the United States in 1776 ? in 1870 ? What caused this great growth ?

2. Who invented the cotton gin ? in what year, and what was its effect on the United States ?

3. Who invented the electro-magnetic telegraph ? Where

and when was the first line constructed, and what is now the extent of telegraph wires in the United States?

4. Name the zones of the United States in regard to production, and describe each section.

5. Name three American historians; four poets; five orators; four great generals.

6. What was the design of the 15th Amendment to the Constitution, and when was it adopted?

7. What, in round numbers, was the number of troops called out by the United States in the War of Secession, and how many were killed in battle, or died from disease, and what was the national debt at the end of the war?

8. Name five battles of the war in which General Grant commanded in person; five in which General Lee commanded the Confederate armies in persons.

9. Describe the battle of Gettysburg.

10. In what battles was General Sherman engaged? General Sheridan? General Thomas? General McClellan?

11. Describe the event which, in 1861, came near involving the United States in a war with England.

12. Name five of the steps or measures which led to the War of Secession.

13. In what way did Utah and Nevada become a part of the United States? How was Utah settled?

14. What was the "Louisiana Purchase?" When was it made, and what territory did it embrace?

15. How did the region between the Alleghanies and the Mississippi come into the possession of the United States?

16. What caused the Mexican War, and what did the United States gain by it?

17. Name some marked event in each of the following Administrations: Monroe's; Jackson's; Polk's; Pierce's.

18. With what events in the war of 1812 were the following men connected: Commodore Perry; General Jackson; General Scott; Commodore Decatur?

19. In what battles of the American Revolution did General Washington command in person? General Gates? General Greene?

20. What two kinds of British oppression did the colonies experience?

21. State what you can about the religion established in the different colonies.

22. In what colony was the first printing press set up, and the first newspaper published? In about what year?

23. What did England and the colonies gain by the French and Indian War?

24. What explorations were made by Sir Francis Drake?

25. Name six French explorers and discoverers.

U. S. HISTORY.—SECOND GRADE.

Fifty Credits. 25 Questions, 4 Credits Each.

Divide the total of credits by 2, counting any fraction as a unit. One credit off for every four misspelled words.

NOTE TO PUPILS.—Divide your work into paragraphs, and be careful to number every answer.

1. When, and where was the first action of the Revolutionary War? When, and where the last?

2. Name four leading events of the campaign of 1776.

3. Name four battles of the campaign of 1780, and 1781.

4. What was the name of the party that favored the adoption of the Constitution? Of the party that opposed its adoption?

5. What was the condition of the Americans at the close of the year 1779? What was the condition of the currency, and why?

6. In what year did Congress adopt the "Articles of Confederation?" In what year the "Stars and Stripes?"

7. Name five battles in the Revolutionary War, in which the British were successful.

8. What connection with American History had the following men: Samuel Adams? William Pitt? John Hancock? Lafayette?

9. Who were the "Sons of Liberty?"
10. Name one event in each of the Colonial Wars with the French.
11. In the year 1763, by the "Treaty of Paris," what territory did France cede to England? to Spain, and why?
12. Where and when was Washington's first battle?
13. What was the object of the "French and Indian War?" What part of America did the French claim, and what was their object?
14. When was slavery introduced into the United States? Why were both North and South interested in it and responsible for it?
15. What was a Colonial Proprietary Government? What colonies had such Government?
16. What colony was settled by persecuted Catholics? by persecuted English Quakers? by persecuted New Englanders? by persecuted Puritans?
17. What was the origin of "Mason and Dixon's Line?"
18. What was the government of the Pilgrims who settled at Plymouth?
19. What was the "Navigation Act" of 1660?
20. At the end of the year 1660 what part of North America did the Spaniards claim?
21. What part the French?
22. What part the English?
23. What were the habits and character of the North American Indians at the time of the settlement of the country by Europeans?
24. Who were the Aztecs?
25. Who made the second circumnavigation of the globe?

NOTE.—Carry this set of questions home to your parents. Find the correct answers in your history, and estimate the credits which you think you have gained.

ANNUAL EXAMINATION IN DRAWING.

1. Principals will distribute a sheet of drawing paper to each pupil.
2. Pupils will draw the specified exercises in the school room without aid, and will sign their name, age, grade, name of school, and name of teacher.
3. The specimens of the first and second grades will be sent to the office of the Superintendent; and, when drawing books have been used in those grades, the books will also be sent to the office on or before Friday, April 26th, or on Saturday, April 27th.
4. The third grade classes will be credited by the Special Drawing Teachers, Mr. Burgess and Mr. Garin—one-half on books, and one-half on the examination specimens.
5. The fourth grade classes will be examined by some teacher designated by Principals—one-half on drawing books, and one-half on the examination specimens.
6. The Special Drawing Teachers are instructed to report to the Committee on Classification on or before June 1st, the general standing of each third grade class, whether high, average, or low, and to make the same report on the first and second grade classes; also, to make a written report to the Committee on Classification of their work during the year, the general progress of their classes, with any suggestions for improving the course in Drawing.
7. The examiners of the fourth grade classes will also make a special report directly to the Committee on Classification, designating the classes as high, average, or low, and suggesting any improvements in the manner of teaching Drawing. All of these special reports will be held for the exclusive use of the Committee on Classification.
8. Principals are invited to report to the Committee any suggestions for improving the course in Drawing.

EXERCISES.

FOURTH GRADE.—Lesson 4, Ex. 4.—Combination of lines and angles. Lesson 12, Ex. 1.—A Rose Leaf. [To be copied from the open book.]

THIRD GRADE.—Lesson 9, Ex. 2.—A book. Lesson 4, Ex. 2.—A cross. [To be copied from the open book.]

FIRST AND SECOND GRADES:—

For classes taught by Mr. Garin, the exercises which accompany the questions, drawn from the chart. General Drawing—A barn, fence and trees. Architectural Drawing—Copy from the chart.

For classes taught by Mr. Burgess, drawing from memory, or from the object, if found in the school room, any one of the following: a table; a chair; a pile of books; a house in parallel perspective; a bureau; boxes in different positions.

TRIAL EXAMINATION OF FIRST GRADE CLASSES.

December 7th, 1871.

ARITHMETIC.

Ten Questions—Five Credits Each.

1. In addition, after adding a column, why do you carry the left hand figure and write the right hand figure?
2. Divide 375 by 2, and explain why you suppose the remainder of each separate figure, after division, to be placed before the next succeeding figure.
3. How many times can 144 be subtracted from 1728?
4. What will $5\frac{1}{2}$ miles of telegraph wire cost at 7 cents a foot?
5. How many cubic feet is a room 14.5 feet long, 12.05 feet wide, and 10.1 feet high? How many yards of carpet will cover the floor?
6. Divide 10 by 2.5 and explain *why* you perform it as you

(No credits allowed unless an analytical reason be given. solution by *rule* only will be allowed nothing.)

Multiply the decimal twelve ten-thousandths by the decimal twelve-thousandths, and divide the product by the decimal six-hundredths.

Divide the decimal .024 by the common fraction $\frac{1}{4}$.

Divide 7 months, 1 week, 3 days, 5 minutes, 9 seconds

Divide \$4.00 by $\frac{1}{4}$ of a cent.

Five Questions at Ten Credits Each.

You sell to Mrs. Richard Roe, $12\frac{1}{2}$ yards of calico at 25 cents a yard, $3\frac{1}{2}$ yards of silk at \$4.50 a yard, $11\frac{1}{2}$ yards of cotton cloth at 20 cents a yard, and $25\frac{1}{2}$ yards of cotton cloth at 20 cents a yard. Make out your bill.

3 is what per cent. of 9?

You hire of John Smith, \$100 in gold, for six months, at the rate of 10 per cent. a year. Write a note for it.

What is $12\frac{1}{2}$ per cent. of 18776 lbs. of wheat, and what it cost at $1\frac{1}{2}$ cents a lb.?

Interest of \$75 from January 12th, 1871, to December 12th, 1871, at $1\frac{1}{2}$ per cent. a month?

ARTERLY TRIAL EXAMINATION OF SECOND GRADE CLASSES.

March 15th, 1872.

ARITHMETIC.

Ten Questions at Five Credits Each.

Add $.5 + .07 + .9 + .08$, and explain *why* you place the point where you do in the amount.

Multiply .3 by .3 and explain *why* you place the point in the product where you do, (not the rule but the analytical reason.)

3. From 25 subtract .04 and explain the subtraction.
4. Divide 4 by .002 and explain.
5. Multiply 64 by $\frac{1}{4}$ and give an analytical demonstration of the operation.
6. Divide 20 by $\frac{4}{5}$ and demonstrate.
7. Multiply $\frac{3}{4}$ by $\frac{5}{6}$ and demonstrate.
8. From 5 miles, 10 feet subtract 3 yards.
9. Interest of \$5600 for 15 months, 20 days, at 10 per cent a year.
10. Divide \$10 by $\frac{1}{8}$ of a mill.

Five Questions at Ten Credits Each.

11. $\frac{4}{5}$ of 20 is what per cent. of $\frac{3}{4}$ of 24?
12. $\frac{1}{2}$ is what per cent. of $\frac{3}{4}$?
13. How many yards of carpeting, one yard wide, will it take to carpet a room 20 by 18 feet, provided the carpet is red and $\frac{1}{4}$ of an inch thick.
14. How many cubic inches in a block of sandstone 10 by 3 and $2\frac{1}{4}$ feet thick?
15. Multiply .005 by .040 and divide by $\frac{1}{4}$.

QUARTERLY EXAMINATION OF FIRST GRADES.

March, 1872.

GRAMMAR—One Hundred Credits.

Twelve Questions—Five Credits Each.

1. Write a complex question and give a general analysis of it.
2. How are nouns varied to indicate number and gender?
3. What classes of words are used as connectives?
4. Write sentences to show the correct use of the verbs *lie*, *lay*, *sit* and *set* in the Future Perfect (second future) Tense, Indicative Mood.
5. Write the plurals of wife, wharf, lily, money, handful, pailful, motto, turkey.

6. Compare the following adjectives: best, worst, holy, next, first, last, less, evil, blue, supreme.

7. Principal parts of the following verbs: burst, throw, dive, heat, drink, eat, build, strive, lay, lie.

8. Synopsis of the verb *eat* in the Third Person Singular, Indicative Mood, Passive Voice.

9. Correct the following sentences:

I have less books than you.

She was more active but not so studious as Mary.

Who had I ought to have given this to?

I intended to have gone, but between you and I, I am glad I didn't.

She looks sweetly and seems nicely.

10. Analyze the sentence, "Teach me what is right," and parse each word.

11. Decline whom, which, it, her, and ye.

12. When is the relative "that" used in preference to "who" or "which"? What is the difference in the use of "shall" and "will" to express future time?

Two Questions—Twenty Credits Each.

Let not ambition mock their useful toil,
Their homely joys, and destiny obscure;
Nor grandeur hear with a disdainful smile
The short and simple annals of the poor.

GRAY'S ELEGY.

(4 c.) (a) What kind of a sentence is the preceding stanza?

(4 c.) (b) Parse "mock."

(4 c.) (c) In what case is "grandeur?"

(4 c.) (d) Parse "obscure."

(4 c.) (e) Parse "hear."

14. Correct the spelling, punctuation and errors of the following extract from Dickens (McGuffey's Sixth Reader, p. 384.):

"None knew this better than the idlest boys who growing bolder with impunity waxed louder and darger playing odd

or even under the masters' eye eating apples openly and without rebuke pinching each other in sport or malice without the least reserve and cutting their initials in the very legs of the desk."

(Ten credits for correct writing, and ten for the following questions:)

- (a) What kind of a sentence is this extract?
 - (b) In what case is "boys"?
 - (c) Parse "waxed."
 - (d) Parse "initials."
 - (e) Parse "better."
-

QUARTERLY EXAMINATION.

December, 1871.

GRAMMAR—FIRST GRADE.

Eight Questions, Five Credits Each.

1. Write a sentence of four words only, containing an adjective, a noun, a verb, and an adverb.
2. Analyze the sentence written, and parse each word.
3. Name three ways of forming the plurals of nouns, and give an example of each.
4. Synopsis of the verb *go* in the indicative mood, third person, singular number, interrogative form?
5. Write a compound sentence.
6. Write a sentence containing a verb in the passive voice.
7. Principal parts of the following verbs: break, burst, work, drink?
8. Correct the following sentence: (No credits unless the reasons for correcting are given.) "There was no men killed." "They said it was her."

Twelve Credits.

9. "The evil that men do lives after them."
 (a) What kind of a sentence is the preceding?
 (b) Of what is *evil* the subject?
 (c) What part of speech is "that," and in what case is it?
 (d) Is "do" a transitive, or an intransitive verb?

Twelve Credits.

10. "So let it be with Cæsar."
 (a) What kind of a sentence?
 (b) Parse "let."
 (c) Parse "it."
 (d) Parse "be."

Sixteen Credits. One Credit off for each Error not Corrected.

11. Correct the capitals, spelling, punctuation, and violations of grammatical rules of the following sentence from the 272d page of McGuffey's Sixth Reader:

"the productions of the american soil and climate has poured out their abundance of luxurys for the tables of the rich and of necessarys for the sustainance of the poor birds and animals of beauty and value has been added to the european stocks and transplantations from the unequalled reches of our forests has mingled itself with the elms and ashes and druidical oaks of england."

Twenty Credits.

12. So live, that when thy summons comes to join
 The innumerable caravan which moves
 To that mysterious realm where each shall take
 His chamber in the silent halls of death,
 Thou go not, like the quarry slave at night
 Scourged to his dungeon, but, sustained and soothed
 By an unfaltering trust, approach thy grave
 Like one who wraps the drapery of his couch
 About him and lies down to pleasant dreams.

THANATOPSIS.

2. (a) What kind of a sentence is the preceding stanza and why?
2. (b) What kind of poetry is it called, and why?
2. (c) In what mood is *live*, and what is its subject?
2. (d) Parse *go*.
2. (e) Congugate *go* in the mood and tense in which it is found here.
2. (f) Parse *approach*.
2. (g) Parse *sustained*.
2. (h) Parse *one*.
2. (i) What kind of a clause is "Who wraps," etc.?
2. (j) What kind of a clause is "When thy summons," etc. and what does it modify?

QUESTIONS FOR THE QUARTERLY EXAMINATION,

March, 1872.

SPELLING FOR ALL GRADES.

Fifty Credits—One Hundred Words, One-Half Credit Each.

Examiners will pronounce these words to the applicants under examination so that there may be no mistake about the words intended.

reminis'sense.	man'agible.	ap ro po'.
numat'icks.	mar'rige ible.	al'cho hol.
super cil'yus.	co-operative.	change'able.
tas'siturn.	mod'dyfyed.	fullfill.
sin'onim.	embar'rasment.	beaf'stake.
re treeve'.	par'alell.	dip the'ria.
ex aust'yun.	men'tain ance.	bron chee'tis.
ex hon'erate.	explis'itly.	diarre'a.
ex il'errate.	exces'ively.	skillfull.
caw'lyflour.	responsi'eble.	halle lu'ya.
ker'rocene.	alle'geance.	shar'latan.

nap'tha.	compare'ative.	gro tesk'.
dip'thong.	dellega'sion.	sas'si frass.
ben'efited.	pos es'ion.	shap par ral'.
priv'elige.	cor up'sion.	gas con nade'.
sper ma cit'y.	sus sep'table.	live'lyhood.
dis shev'elled.	lat'ti tude.	moc'cazin.
com plec'tion.	fysi'shun.	opake'.
rec com mend.	res'i pee.	sponta'nious.
cro shay'.	pres'teei.	advanta'gious.
bru net'.	et'ket.	boun'ty ous.
rat'efy.	fi ness'.	bu'ty ous.
im'pune'.	biv'wack.	du'tey out.
os'silate.	bu'ro.	loqua'shious.
vin yet'.	Shakespear.	crit'i cize.
in cor'regeble.	prit'ti ness.	ad'vertize.
ir re sis ta' ble.	dayn'ty ness.	tyr'rannize.
spou ta nious.	blame'able.	en'terprize.
fos for es'sense.	charge'able.	su'pervize.
farina'cious.	move'able.	tipog'rafiy.
pre tense'sious.	ter'nable.	fo tog'ra fer.
ma lish'us.	pham'flet.	hem'mor rage.
in fal'lable.	at tasha'.	e fem'erral.
	shin'yon.	

QUARTERLY TRIAL EXAMINATION OF THE SECOND GRADE CLASSES.

GEOGRAPHY.

March 14th, 1872.

1. Largest five cities in the United States?
2. Largest five rivers?
3. Largest three rivers in New England?
4. Extent and area of the United States?
5. Three great physical regions of the United States?
6. Where are the desert regions of the United States?

7. Products of Texas?
 8. Climate of Great Britain? Why?
 9. What countries are enclosed in the warm zone of Europe?
 10. What are the products of this part of Europe?
 11. For what is Asia noted?
 12. Population of China?
 13. What is the length in miles of a degree on the Equator?
 14. What is the horizon?
 15. Highest mountain peak in California?
 16. Largest four cities?
 17. Largest four rivers?
 18. Largest four bays?
 19. Name the "Bay Counties."
 20. Population of San Francisco, and of California.
-

QUARTERLY TRIAL EXAMINATION OF THE SECOND GRADE CLASSES.

UNITED STATES HISTORY.

March 5th, 1872.

1. For what events in the history of our country is Boston distinguished?
2. Name any important events that happened at the following places: Pittsburg, Fort Ticonderoga, Philadelphia, West Point.
3. Name events in which the following men took an active part: Benjamin Franklin, General Greene, General Wolfe, John Adams.
4. Name settlements in which the following men were concerned: Roger Williams, Sir Walter Raleigh, William Penn, General Oglethorpe.
5. Name the first five States in which permanent settlements were made.
6. Name two leading events in the French and Indian War.
7. What were the Navigation Acts?

8. What colonial settlements allowed religious liberty?
 9. What connections with American History had the following men: General Gage, Lord Howe, Lord Cornwallis, General Burgoyne.
 10. What cities did the British hold at any time during the War of the Revolution?
-

ARITHMETIC IN PRIMARY SCHOOLS.

Arithmetic in our lower grades has been mainly learned by *memorizing* tables and combinations. There is great need of better methods; and, in the hope of calling the attention of thinking teachers to a more rational system, I quote from the able report of Louis Soldan, Assistant Superintendent of Public Schools, St. Louis, the following abstract of "Grube's System:"

"The long established method in arithmetic was to teach the first four processes of Addition, Subtraction, Multiplication, Division, in their regular order. An improvement on this method consisted in dividing the numbers on which the first four processes were taught, into classes, or so-called circles, and to teach the child first addition, etc., with the numbers of the first circle, i. e. from 1 to 10, then of the second circle, from 1 to 100, then of the third, from 1 to 1,000—and so forth. Grube went beyond this principle of dividing into classes. Within the limits of the small numbers he took up each of them, commencing with 1, and taught the child all there is to know about it, before he passed over to another number. Treating, for instance, the number 2, he made the children perform all the operations that are possible within the limits of this number, no matter whether, in the usual classification, they are called addition, subtraction, multiplication, or division. The child had to see and to keep in mind that $1+1=2$, $2\times 1=2$, $2-1=1$, $2\div 1=2$, etc. The whole circle of operations up to 2 was exhausted before the child progressed to the consideration of the

number 3, which was to be treated in the same way. Why adhere to the more scientific categories of addition, etc., in the primary grade, where they do not help to make the subject any clearer to the child? The first four processes are naturally connected, and will appear so in the child's mind. If you take away 1 from 2, and 1 remains, the child from knowing this, also understands implicitly the opposite process of adding 1 to 1 and its result. Multiplication and division are, in the same way, nothing but another way of adding and subtracting, so that we might say one operation contains, and may be shown to contain, all the others. "You must teach the child to know the numbers in some way or other," says Grube, "but to know a number really means to know also its most simple relations to the numbers contained therein." Any child, however, who knows a number and its relation, must be also able to perform the operations of adding, subtracting, etc., with it, as they are the direct result of comparing, or "measuring," as he calls it, two numbers with each other. Only when the child can perform all these operations, for instance, within the limits of 2, can it be supposed really to have a perfect knowledge of this number. So Grube takes up one number after the other, and compares it with the preceding ones, in all imaginable ways, in regard to addition, subtraction, multiplication and division. This comparing or "measuring" takes place always on external, visible objects, so that the pupil can see the objects, the numbers of which he has to compare with each other. The adherents of this method claim for it that it is based on a sound philosophical theory, and that it has proved superior in practice to the methods in use before its invention.

"Some of the most important principles of this method of instruction are given by Grube in the following:

'1. We cannot impress too much upon the teacher's mind that each lesson in arithmetic must be a lesson in language at the same time. This requirement is indispensable with our method. As the pupil in the primary grade should be generally held to answer in complete sentences, loud, distinctly, and with clear articulation; so, especially in arithmetic, the

teacher has to insist on fluency, smoothness and neatness of expression, and to lay special stress upon the process of the solution of each example. As long as the language for the number is not perfect, the idea of the number is also defective. An example is not done when the result has been found, but when it has been solved in a proper way. Language is the only test by which the teacher can ascertain whether the pupils have nearly mastered any step or not.

‘2. Teachers should avoid asking too many questions. Such questions, moreover, as, by containing half the answer, prompt the scholar, should be omitted. The scholar must speak himself as much as possible.

‘3. In order to animate the lesson, answers should be given alternately by the scholars individually, and by the class in concert. The regular schedules of figures (which, in the following, will continually re-appear), are especially fit to be recited by the whole class.

‘4. Every process ought to be illustrated by means of an application to objects. Fingers, lines, or any other objects will answer the purpose, but objects of some kind must always be presented to the class.

‘5. The operation at each new stage consists in comparing or measuring each new number with the preceding ones. Since this measuring can take place either in relation to difference (arithmetical ratio), or in relation to quotient (geometrical ratio), it will be found to comprise the first four rules, which will spontaneously result (in an objective way) from an application of the several numbers to objects. This application to objects is invariably followed by exercises in the rapid solving of problems and a review of the numerical relations of the number just treated, in more difficult combinations. The latter is a test whether the results of the examination of the arithmetical relations of the number treated, have been converted into ideas by a process of mental assimilation. In connection with this, a sufficient number of examples in applied numbers are given to show that applied numbers hold the same relation to each other that pure numbers do.

‘ 6. On neatness in writing the figures, the requisite time must be spent. Since an invariable schedule for each number will re-appear in all stages of this course of instruction, the pupils will soon become able to prepare themselves for each coming number by writing its schedule on their slates.’

“ It will appear from this that Mr. Grube subjects each number to the following processes:

- I. Exercises on the pure number, always using objects for illustration.
 - a. Measuring (comparing) the number with each of the preceding ones, commencing with 1, in regard to addition, multiplication, subtraction and division, each number being compared by all these processes before the next number is taken up for comparison.
 - b. Practice in solving the foregoing examples rapidly.
 - c. Finding and solving combinations of the foregoing examples.
- II. Exercises on examples with applied numbers.

‘ In the following Mr. Grube gives but the outline, the skeleton as it were of his method, trusting that the teacher will supply the rest.

FIRST STAGE.

Treatment of the number One.

“ As arithmetic consists in reciprocal ‘measuring’ (comparing), it cannot commence with the number 1, as there is nothing to measure it with, except itself as the absolute measure.”

I. The abstract (pure) number.

One finger, *one* line; one is once one.

The scholars learn to write:

$$\begin{array}{|l} 1 \\ 1 \times 1 = 1 \end{array}$$

II. The applied number.

What is to be found *once* in the room, at home, on the human body.

SECOND STAGE.**Treatment of the number Two.****I. The pure number.****a. Measuring (comparing).**

		| |	2
|	1	{	$1+1=2.$
			$2\times 1=2.$
|	1		$2-1=1.$
			$2\div 1=2.$

2 is one more than 1.

1 is 1 less than 2.

2 is the double of 1, or twice 1.

1 is one-half of 2.

b. Practice in solving examples rapidly.**c. Combinations.**

What number is contained twice in 2?

2 is the double of what number?

Of what number is 1 one-half?

Which number must I double to get 2?

I know a number that has one more than one. Which is it?

What number have I to add to 1 in order to get 2?

II. Applied numbers.

Fred had two dimes, and bought cherries for one dime. How many dimes had he left?

A slate-pencil costs 1 cent. How much will 2 slate-pencils cost?

Charles had a marble, and his sister had twice as many. How many did she have?

How many one-cent stamps can you buy for 2 cents?

THIRD STAGE.

Treatment of the number Three.

I. The pure number.

a. Measuring.

(1) By 1.

|	|	|	3.
| 1	{	$1+1+1=3.$	
| 1		$3\times 1=3$	
| 1		$3-1-1=1.$	
		for, $3-1=2, 2-1=1.$	
| 1		$3\div 1=3.$	

This ought to be read: I can take away one from 3, 3 times, or 1 is contained in 3 three times. The idea of "to be contained" must always precede the higher and more difficult conception of dividing.

(2) Measuring by 2.

| |	{	$2+1=3, 1+2=3.$	
|		$1\times 2+1=3.$	
		$3-2=1, 3-1=2.$	
		$3\div 2=1$ (1 remainder.)	

(I can take away 2 from 3 once and 1 will remain; or, 2 is contained in 3 once and one over.)

3 is 1 more than 2, 3 is 2 more than 1.

2 is 1 less than 3, 2 is 1 more than 1.

1 is 2 less than 3, 1 is 1 less than 2.

3 is three times 1.

1 is the third part 3.

1 and 1 are equal numbers, 1 and 2, as well as 2 and 3 are unequal.

Of what equal or what unequal numbers does 3 consist. therefore?

b. Practice in solving examples rapidly.

How much are $3-1-1+2$ divided by 1?

$1+1+1-2+1+1-2+1+1$?

The answers must be given immediately.

c. Combinations.

From what number can you take twice 1 and still keep 1 ?

What number is three times 1 ?

I put down a number once, and again, and again once, and get 3; what number did I put down 3 times ?

II Applied numbers.

How many cents must you have to buy a three-cent stamp ?

Annie had to get a pound of tea for 2 dollars. Her mother gave her 3 dollars. How much money must Annie bring back ?

Charles learned one line in his primer; his sister learned 2 lines more than he did. How many lines did she learn ?

If one slate-pencil cost one cent, how much will 3 slate-pencils cost ?

Bertha found in her garden 3 violets, and took them to her parents. How can she divide them between father and mother ?

FOURTH STAGE.

Treatment of the number Four.

I. The pure number.

a. Measuring.

(1) By 1.

$$\begin{array}{r|l}
 & \begin{array}{cccc} | & | & | & | \end{array} & 4. \\
 | & 1 & \left\{ \begin{array}{l} 1+1+1+1=4 \text{ (1+1=2, 2+1=3).} \\ 4 \times 1=4. \\ 4-1-1-1=1. \\ 4 \div 1=4. \end{array} \right.
 \end{array}$$

(2). Measuring by 2.

$$\begin{array}{r|l}
 | & | & 2 & \left\{ \begin{array}{l} 2+2=4. \\ 2 \times 2=4. \\ 4-2=2. \\ 4 \div 2=2. \end{array} \right.
 \end{array}$$

(3). Measuring by 3.

$$\begin{array}{r|l}
 | & | & | & 3 & \left\{ \begin{array}{l} 3+1=4, 1+3=4. \\ 1 \times 3+1=4. \\ 4-3=1, 4-1=3. \\ 4 \div 3=1 \text{ (1 remainder).} \end{array} \right. \\
 | & & & 1 &
 \end{array}$$

(3 in 4 is contained once and 1 over).

Name animals with 4 legs and with 2 legs.

Wagons and vehicles with 1 wheel, 2, and 4 wheels. Compare them.

4 is 1 more than 3, 2 more than 2, 3 more than 1.

3 is 1 less than 4, 1 more than 2, 2 more than one.

2 is 2 less than 4, 1 less than 3, 1 more than 1.

1 is 3 less than 4, 2 less than 3, 1 less than 2.

4 is 4 times 1, twice 2.

1 is the fourth part of 4, 2 one half of 4.

Of what equal and unequal numbers can we form the number four?

b. Problems for rapid solution.

$2 \times 2 - 3 + 2 \times 1 + 1 - 2 \times 2$?

$4 - 1 - 1 + 1 + 1 - 3$, how many less than four?

c. Combinations.

What number must I double to get 4?

Of what number is 4 the double?

Of what number is 2 one half?

Of what number is 1 the fourth part?

What number can be taken twice from 4?

What number is 3 more than 1?

How much have I to add to the half of 4 to get 4?

How many times one is the half of 4 less than 3?

II. Applied numbers.

Caroline had 4 pinks in her flower-pot, which she neglected very much. For this reason, one day one of the flowers had withered, the second day another, and the following day one more. How many flowers did Caroline keep.

How many dollars are $2 + 2$ dollars?

Three apples and one apple?

4 quarts = 1 gallon.

Annie bought a gallon of strawberries, how many quarts did she have?

She paid 1 dime for the quart how many dimes did she pay for the gallon?

$$4 \left\{ \begin{array}{l} . \text{ quart,} \\ . \text{ quart,} \\ . \text{ quart,} \\ . \text{ quart,} \end{array} \right. \quad 4 \left\{ \begin{array}{l} | \text{ dime.} \\ | \text{ dime.} \\ | \text{ dime.} \\ | \text{ dime.} \end{array} \right.$$

What part of 1 gallon is 1 quart?

If 1 quart cost 2 dimes, can you then get a gallon for 4 dimes?

A poor woman used a gallon of milk in four days. How much did she use each day?

FIFTH STAGE.

I. The pure number.

a. Measuring.

(1.) By 1.

$$\begin{array}{l} | \quad 1 \\ | \quad 1 \\ | \quad 1 \\ | \quad 1 \\ | \quad 1 \end{array} \quad \left\{ \begin{array}{l} 1+1+1+1+1=5. \\ 5 \times 1=5. \\ 5-1-1-1-1=1. \\ 5 \div 1=5. \end{array} \right. \quad 5.$$

(2.) with 2.

$$\begin{array}{l} | \quad | \quad 2 \\ | \quad | \quad 2 \\ | \quad 1 \end{array} \quad \left\{ \begin{array}{l} 2+2+1=5. \\ 2 \times 2+1=5. \\ 5-2-2=1. \\ 5 \div 2=2 \text{ (1 remainder.)} \end{array} \right.$$

(3.) with 3.

$$\begin{array}{l} | \quad | \quad | \quad 3 \\ | \quad | \quad 2 \end{array} \quad \left\{ \begin{array}{l} 3+2=5, \quad 2+3=5. \\ 1 \times 3+2=5. \\ 5-3=2, \quad 5-2=3. \\ 5 \div 3=1 \text{ (2 remainder.)} \end{array} \right.$$

(4.) with 4.

$$\begin{array}{l} | \quad | \quad | \quad | \quad 4 \\ | \quad 1 \end{array} \quad \left\{ \begin{array}{l} 4+1=5, \quad 1+4=5. \\ 1 \times 4+1=5. \\ 5-4=1, \quad 5-1=4. \\ 5 \div 4=1 \text{ (1 remainder.)} \end{array} \right.$$

5 is 1 more than 4, 5 is 2 more than 3, 5 is 3 more than 2,

5 is 4 more than 1.

4 is 1 less than 5, 4 is 1 more than 3, etc.

3 is 2 less than 5, etc.

$$5=5 \times 1.$$

$1 = \frac{1}{5} \times 5$ (1 is the fifth part of 5.)

5 consists of two unequal numbers, $3+2$. 5 consists of two equal numbers and one unequal number, $2+2+1$.

b. Practice of rapid solution of examples.

$5-2-3+2 \times 2$, one half of it less 1, taken 5 times?

$2 \times 2+1-3 \times 1 \times 1-2-3+4?$ etc.

c. Combinations.

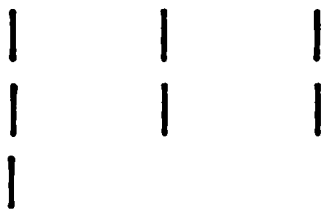
What number is one fifth of 5? How many must I add to 3 to get 5? How many must be taken away from 5 to get 3? How many times 2 have I added to 1 in order to get 5? I have taken away twice 2 from a certain number, and 1 remained. What number was it? etc.

II. Applied numbers.

How many gallons are 5 quarts? Charles had 5 dimes; he bought 2 copy-books, each of which cost 2 dimes. What money did he keep? (This the teacher must make plain by means of lines or dots.) Henry read a lesson three times, Emma read it as many times as he did, and two times more. How often did she read it? Father had 5 peaches, and gave them to his 3 children. The youngest one received one peach; how many did each of the other children receive? etc."

"Grube thinks that one year ought to be spent in this way on the numbers from 1 to 10. He says: 'In the way in which I want it treated, one year is not too long. In regard to extent the scholar has not, apparently, gained very much—he knows only the numbers from 1 to 10. But he does know them, and does know how to use them.' In reference to the main principles to be observed, he demands, first, 'that no new number shall be commenced before the previous one is perfectly mastered;' secondly, 'that reviews must frequently and regularly take place;' and lastly, 'that the propositions written down in numbers must be thoroughly committed to memory.' 'In the process of *measuring*, pupils must acquire the utmost mechanical skill.' It is essential to this method that in the *measuring* which forms the basis for all subsequent operations,

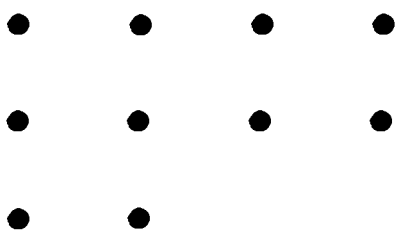
the pupils have a picture illustrating the process before their eyes. It matters not with what objects the pupils see the operation, whether fingers, lines or dots, but they certainly must see it. It is a feature of this method, that it teaches by the eye as well as by the ear, while in most other methods arithmetic is taught by the ear alone. If, for instance, the child is to measure 7 by the number 3, the illustration to be used is:



“If lines or dots are arranged in this way, and impressed upon the child’s memory as depicting the relation between the number 3 and 7, it is, in fact, all there is to know about it. Instead of teaching all the variety of possible combinations between 3 and 7, it is sufficient to make the child keep in mind the above picture. The first four rules, as far as 3 and 7 are concerned, are contained in it, and will result from expressing the same thing in different words, or describing the picture in different ways. Looking at the picture, the child can describe it as:

$3+3+1=$, or $2\times 3+1=7$, or $7-3-3=1$, $7\div 3=2$ (1). The latter process to be read: I can take away 3 from 7 twice, and 1 remains.

Let the number to be measured be 10, and the number by which it is to be measured be 4; then the way to arrange the lines or dots used for illustration is:



“The child will be able to see at once, by reading as it were, that $4+4+2=10$, $2\times 4+2=10$, $10-4-4=2$, $10\div 4=2$ (2), and to perceive at a glance a variety of other combinations. The children will, in the course of time, learn how to draw these pictures on their slates in the proper way. Nor will it take long to make them understand that every picture of this kind

is to be 'read' in four ways, first using the word *and*, then *times*, then *less*, then *can be taken away—times*. As soon as the pupils can do this, they have mastered the method and can work independently all the problems, within the given number, which are required in measuring. It would be a mistake to suppose that, in teaching according to this method, memory is not required on the part of the child. Memory is as important a factor here, as it is in all instruction. I say this boldly, though I know with some teachers it has become almost a crime to say that memory holds its place in education. To have a good memory is, in their eyes, a sign of stupidity. Grube was too experienced a teacher to fall into this error. While by his method the results are gained in an easier and more natural way, whatever result is arrived at must be firmly retained by dint of memory assisted by frequent reviews."

STATE UNIFORMITY OF TEXT-BOOKS.

The repeal of the law compelling cities to adopt the State Series of Text-Books has called forth some discussion, *pro* and *con*, and as I favored the repeal, I feel called upon to present reasons for the opinion. Waiving my own arguments in the case, I quote the highest educational authority that I know of in the United States, the report of the Hon. Newton Bateman, Superintendent of Public Instruction of the State of Illinois. In his report for 1870, he fully exhausts the subject, and I quote as much of it as space will allow :

"In the school law, passed February 15, 1855, there was a provision looking to uniformity of text-books, in all the public schools of the State. It was therein made the imperative duty of the State Superintendent of Public Instruction to 'recommend the most approved text-books, maps, charts, and apparatus, and uniformity in the use of the same,' and subsequently, the question came before the General Assembly, whether there should be such legislation as would make it obligatory

upon all boards of directors to adopt and use the books and articles so recommended, and no others, as a condition of receiving the public funds.

"I, at that time, earnestly dissented from that provision of the law, for the following reasons, among others :

NOT PRACTICABLE.

"It did not seem to me that it would be practicable to carry out and enforce such a requirement. Innumerable cases would occur where parties could not or would not recognize and conform to the prescribed list, and then it would be necessary either to ignore such evasions of the law, or to withhold the public funds from districts and teachers, upon grounds which could not be sustained either in sound argument or at the bar of public opinion. Hence, would arise vexatious controversies, and the temper of the people would be soured towards the school system; for it would be vain to try to convince men that it is right to cut off an otherwise legal, prosperous and efficient school from its share of the public fund, for no better reason than that the text-books used were chosen by the local boards of directors, or by their teachers, instead of by the State Superintendent, or other State authority.

NOT DESIRABLE.

"Compulsory uniformity throughout the State did not seem desirable, even if practicable. In the first place, the tendency to routine, to unbroken sameness, is already very great in our public schools. This is, in fact, though to a great degree inevitable, one of the greatest evils incident to any general system of public education. We are obliged to deal with pupils in masses; to prescribe rules and regulations, courses of study, text-books, discipline, checks and spurs, restraints, incentives, etc., for groups, classes, averages, aggregates of scholars, rather than for individuals. We cannot consult or regard the special aptitudes, idiosyncrasies, needs, talents, tastes or temperaments of particular pupils, to any very great extent, in the instruction and management of common schools. In these respects all State

systems of free schools are necessarily more or less rigid, inflexible, stereotyped; they do not admit of that facile adaptation of particular means to particular ends; of that special application of forces, restrictive, incentive, or admonitory, according as the mental, moral, spiritual or physical wants or biases of each separate pupil may require, which is always desirable, but which is fully practicable only in private instruction, or in very small schools. The governing unit in public education, as has been said, is the mass, the aggregate, the school; it cannot be the individual, to but a limited extent. Hence, as already remarked, the tendency is to a sameness of development, that is not so favorable to the evolution of the most and the best of which each individual pupil is capable. And this, as has also been remarked, is to some extent inevitable in any general system of common schools, or even in any school.

“Now, the effect of a compulsory uniformity of text-books throughout the State would be to enhance this evil, whereas it is desirable to lessen it as much as possible. Under the present independence of the local districts in respect to a choice of books, while there is, or should be, strict uniformity in the schools of each separate district, there is the greatest diversity in different districts, towns and counties; so that pupils passing from one district, town or county, to another, may escape from the ruts of routine in books and methods, of which they had become weary, to fresh books and methods, which, even though intrinsically no better, serve to inspire the pupils with fresh life and spirit. Under the plan of State uniformity, on the other hand, there would be no escape from the routine and stagnation of old books and book-methods, without leaving the public schools altogether; the same unvarying monotony would be found, in this respect, in every school of the State, till it should please the State authorities to make a change.

“An occasional and judicious change of text-books in a public school is not, in itself, to be deprecated. On the contrary, it is often beneficial, not only when the change is from poor books to good ones, or from good ones to better ones, but for the mere sake of the change itself. There often comes a time in the

history of a school when it is quite evident that the substitution of a fresh new book, for a long-used old one, would greatly promote the interest of the scholars and the good of the school. In such cases, no higher power should stand in the way; the directors should be free to do what the welfare of their own particular school requires. The only important question to be considered in such instances is that of expense. If the parents are generally able and willing to procure the new book, there should be no official obstacle to their doing so.

“But the point is, that when the time does arrive when it is manifest to those qualified to judge, that a particular book should be displaced by another, the power to make the substitution should not be contingent upon the will of the State Superintendent, or of any other officer or person, or of any board, outside of the community or school whose interests are immediately concerned. And in like manner, it should not be within the power of any outside official or board to require a book to be changed, which those most interested and best qualified to judge desire still to retain. The *welfare of the individual schools*, as estimated by their appointed guardians, in the exercise of their best judgment aided by the wisest available counsels—this, and this only, should be permitted to govern the question of changing or retaining a particular text-book. The action of the local school boards in the matter should be free alike from the interference of State functionaries, from the clashing interests of publishers, and from the importunities of their agents.

“New text-books, when changes are found to be desirable, should be introduced gradually; not a simultaneous change of the whole list, but one at a time—now of an arithmetic, then of a grammar, and the next year of a geography, and so on, as new classes are formed, so that the expense may fall as lightly and as evenly as possible upon the parents, and the general course of instruction in the school may not be suddenly changed. If these rules are observed, every school will be kept substantially abreast of all real improvements in text-books, while the great evil of frequent and violent changes, and

consequent irritation and burdensome expense to the people, will be avoided. It is only when unnecessary and arbitrary changes are made—changes not required for the welfare and efficiency of the school, but made under the pressure of outside and it may be mercenary influences, that, as a general rule, the people are dissatisfied, and complain of the expense to which they are needlessly subjected. Against all such changes of text-books it is impossible to remonstrate too vehemently.

INJURIOUS IN ITS GENERAL EFFECT. .

“ In all kinds of labor, the ways and means, the instrumentalities and methods employed are manifold and various, almost as much so as the characteristics of the laborers themselves. Hardly any two farmers, mechanics, merchants, manufacturers, artists, or workers in any other pursuit, do the same thing in precisely the same way. Numberless familiar illustrations of this will readily occur to every one; I need not give them. Each may do the thing quite as rapidly and as well as the other, though each does it after his own manner; and to require either to adopt the method of the other, would be absurd in itself, and insure loss both in the quality of work done, and in the time required for its performance. As well oblige every lady to use the same kind of a sewing machine, or every farmer the same kind of a plow or reaper. The end being the same, let each attain it in the way that is best for himself—this is the common sense of it, and the practice which obtains in all the industrial pursuits of life.

“ The same principles apply in the use of text-books, and in the means and methods of teaching, explaining and illustrating different sciences and branches of study in common schools. Reading, spelling, arithmetic, geography, history, penmanship, grammar, algebra, the classics, the natural sciences, and whatever else is taught in the public schools—how differently are they presented, taught, and illustrated by different teachers. What diversity in the chosen sequence of subjects, and topics, and rules; in the order and methods of development; in the aids and instrumentalities employed; in the relative promi-

nence of this or that principle; in the manner of study, investigation, instruction and recitation. As teachers are generally consulted, and should always be, in selecting text-books for the schools of which they are to have the charge, when such selections have not already been made, they can suggest authors whose methods are most in harmony with their own habits of thinking and teaching, and which they can use most effectively. And, when changes are made, the same end can be kept in view. In this way, by a rational eclecticism, by allowing teachers to use, so far as practicable, those books which they know by experience to be the best adapted to their own methods of investigation and instruction, and with which they can do the best work, it comes to pass that as a general rule, each teacher is in a condition to achieve the utmost of which he is capable—he is equipped with implements which he knows best how to use.

“ Under a system of compulsory State uniformity, (such uniformity could not be, unless compulsory,) these advantages would be sacrificed. Instead of the benefits accruing from the gathered excellencies of all the best school-books of the country, reinforced by the power derived from allowing each teacher to use those best adapted to his own methods, there would be one stereotyped series in all the schools of like grade in the State, with no election of authors and methods to suit the varying powers, preferences and modes of instruction among teachers. Even though the prescribed list were, upon the whole, the best that could be selected, it would not and could not be the best for all teachers, and the aggregate teaching power in the school-rooms of the State would be inevitably diminished.

TOO GREAT A RESPONSIBILITY.

“ The law of 1855 in relation to text-books seemed objectionable, also, for the reason that it placed in the hands of one man, or of a single board, the enormous responsibility of deciding what school-books should be used in all the public schools of a great State. It seemed to me a responsibility which could not safely be devolved upon any one man, however honest, intelligent and capable, while the consequences of entrusting it to an unintelligent or untrustworthy person would be deplorable, indeed.

“ In the case of an incompetent or dishonest superintendent, or board, the list, if made up by such officer or board, would be little better than guesswork, and might be even worse than that, and if committed to others, a door would be open for the most dangerous influences. The fact is, experienced professional teachers, and intelligent boards of education, are quite equal to the duty of selecting text-books for their own schools, without even the advice of any State authorities ; and as to dictation from such a quarter, they would be likely to regard it as an indignity.

“ Not that the opinions of a man who is fit to be at the head of the school system of a State are without value on the subject of text-books. Ability to estimate the worth of a book, both as a book, and as a school book, and to form and express a judgment thereon which teachers and scholars will respect and value, is *implied* in *fitness* for the office of State Superintendent of Public Instruction. And it is eminently proper and becoming for that officer to express his opinion of the merits and deservings of text-books, upon all suitable occasions, for the information of teachers and school officers in the State. But the real value of the opinion is grounded not upon his official position, but upon the knowledge, culture and experience as an educator, which make him fit for the official position, if indeed he is fit. And further, a judgment of a book given by that officer thus voluntarily, is likely to be much more valued than if rendered in obedience to the requirements of a statute. It is only the power to *dictate* that is objected to.

TOO EXPENSIVE.

“ It also seemed evident that the proposed law requiring uniformity of books throughout the State, would fail to accomplish one of the main objects professedly in view, a diminution of expense. On the contrary, I thought it was apparently demonstrable that in addition to all the other weighty objections, it would, in the long run, inevitably increase, not lessen, the aggregate cost of school-books to the people of the State.

“ If it be said that the law itself might provide that the prescribed list of books should not be changed for a definite term of years, the answer is, that while this would only partially avert the evil in question, since it would leave the monopoly untouched and even strength-

ened and established, a still greater evil might thereby be entailed upon the school system. It would *perpetuate* the mischief of any poor or bad books in the State list, by depriving even the State authorities of the power to remove them. And it would increase the depressing influence of the whole scheme upon authors, since it would peremptorily adjourn, for the prescribed term of years, their chance of obtaining recognition of their labors. The inevitable diminution of effort, lessening of incentive, and palsy of enterprise and inspiration among school-book authors and compilers, are not among the least of the evils incident to gigantic text-book monopolies, intrenched in State law, and clinched and perpetuated by statutory provisions against revision or change for a term of years. If we have, as I think is the fact, the best school-books in the world, the result has been secured, in large degree, by our general exemption from such monopolies, and the consequent freedom of competition among publishers, and the powerful incentives to strive for the greatest possible excellence, which are thus brought to bear and left free to operate upon all those engaged in the writing and preparing of books for public schools.

“It is, therefore, hoped that the present plan, whereby boards of education and of school directors are left free to determine, each for itself, what text-books shall be used in the respective schools under their charge, will not be disturbed. True, there are many evils and disadvantages connected with it, but none so great as those that would grow out of the creation of gigantic school-book monopolies, based upon the exercise of arbitrary and almost irresponsible official prerogatives and powers. It is best and safest to leave such matters as close to the people as possible. A wholesome sense of responsibility is thus kept alive—errors and abuses are more quickly and surely detected and corrected.

MUST BE LOCAL UNIFORMITY.

“There must, of course, be uniformity in the schools of particular districts, towns and cities. This is indispensably essential. Boards of education in cities and towns, and of directors in common school districts under the general law, have full power, and it is their imperative duty, to prescribe and enforce systematic and uniform courses of study, and the uniform use of such text-books as they may select and

designate. This is done in all the cities, and specially incorporated school districts of the State, and to a great extent, also, in the common school districts established under the provisions of the general law."

NORMAL CLASS OF THE GIRLS' HIGH SCHOOL.

In the new course of study, provision was made for a Fourth Years' Course for graduates of the High School that wished to fit themselves to become teachers.

Ten young ladies availed themselves of this course, and were graduated with honor on the 18th of July, 1872. Two of these graduates received City Educational Diplomas on an average of 95 per cent. on the State Series of Examination Questions. The others received First Grade City Certificates. It is to be hoped that each succeeding year this class may become larger. Though it is the popular idea that any unskilled and untrained girl may do to "keep school" provided she can get a certificate, those directly interested in the control of educational matters know it is this notion that lowers the usefulness of our schools.

Unskilled labor may *keep* school, but only trained teachers can develop mind and teach our children. If something is not done to raise the standard of qualification for teaching, there is little hope for the future of our schools.

CITY TRAINING SCHOOL.

This school, under the able management of Mr. Dubois, has turned out well trained scholars, and has been exceedingly useful in affording young teachers actual practice in school work. A suitable building ought to be erected without delay.

TEACHERS' CERTIFICATES.

By Act of the last Legislature the Superintendent and the Auditor were each made liable to a penalty for auditing the salaries of teachers not holding "legal certificates."

The State Law of 1866 prohibited the payment of salaries to persons not holding "legal certificates," but affixed no penalty. The State Law of 1866 defined a legal certificate to be one that had endorsed on it the record of examination.

A custom had grown up in both State and City Boards of issuing high grade certificates on lower grade certificates, without actual examination, and, also, of issuing, contrary to law, certificates to High School Graduates, without examination.

An examination into the matter showed a bad condition of things generally. So loosely had examinations been conducted that the State Board of Examination unanimously refused to "renew" any State certificates whatever. Out of the 450 teachers in San Francisco, 100 were found to be without "legal certificates." An examination was ordered. Some passed well, and others the reverse; but the examination was so easy and the standard so low, that all except half a dozen secured at least third grade certificates.

The standard for third grade certificates for several years past, has been considerably lower than that for admission into the High Schools.

EVENING SCHOOLS.

Most of the classes in these schools were continued ten months in the year.

The classes in Architectural and Mechanical Drawing, in the large hall of the Lincoln Building, have afforded many young mechanics an opportunity of becoming skillful draughtsmen.

Technical education ought to be extended by opening a class for instruction in Natural Science. We have abundant apparatus in the High School, and a class ought to be opened without delay. We cannot afford to be very far behind the old countries of Europe.

The following programme will show what one city has done in the department of Drawing in Evening Schools:

CITY OF BOSTON.

DEPARTMENT OF DRAWING.

Free Evening Classes for the study of Industrial Drawing, held in the Normal Art School, Appleton street, and in the Institute of Technology, Boylston street.

DAYS AND HOURS OF STUDY.

Monday, Tuesday, Thursday and Friday, 7 P. M. to 9 P. M. Students allowed to attend either on Monday and Thursday, or Tuesday and Friday evenings, but not oftener.

STAGES AND SUBJECTS OF STUDY.

<p>ELEMENTARY COURSE. From Copies.</p> <p>ADVANCED COURSE. From the real Object or Design.</p>	<p>Stage I. INSTRUMENTAL DRAWING.</p> <p>SECTIONS; a, Linear Geometry; b, Mechanical and Machine Drawing; c, Linear Perspective; d, Details of Architectural Drawing and Building Construction; e, Ship-Drafting.</p> <p>[Stage I, consisting of Instrumental Drawing, is at present carried on at the Institute of Technology.]</p>
	<p>Stage II. FREE-HAND OUTLINE DRAWING of Rigid Forms, from Flat Examples, or Copies.</p> <p>SECTIONS: a, Objects; b, Ornament; c, Flowers, Foliage, and Objects of Natural History; d, the Human and Animal Figure.</p> <p>Mediums used: 1, pencil; 2, chalk; 4, ink.</p>
<p>ELEMENTARY COURSE.</p>	<p>Stage III. FREE-HAND OUTLINE DRAWING, from the "Round" or Solid Forms.</p> <p>SECTIONS: a, Geometric Solids, Vases, etc.; b, Ornament from the cast; c, Flowers and Foliage from Nature; d, Details of the Human Figure, and Animal Forms from the cast.</p> <p>Mediums used: 1, pencil; 2, chalk; 4, ink or sepia.</p>

Stage IV. SHADING, from Flat Examples, or Copies.

SECTIONS: a, Models and Objects; b, Ornament; c, Flowers and Foliage; d, Details of Human and Animal Figures; e, Landscape Details.

Mediums used: 1, pencil; 2, chalk; 3, charcoal; 4, ink or sepia.

ADVANCED
COURSE.

Stage V. SHADING, from the "Round" or Solid Forms.

SECTIONS: a, Geometrical Solids and Vases; b, Ornament from the cast; c, Flowers and Foliage from Nature; d, Details of Human and Animal Figures from the cast.

Mediums used: 1, pencil; 2, chalk; 3, charcoal; 4, ink or sepia.

Stage VI. ORIGINAL DESIGN.

SECTIONS: a, Elementary Design of Geometric Forms to fill given spaces; b, Ornamental Arrangements of Natural Forms, conventionalized in one color or monochrome, to cover given spaces; c, Ditto in color, harmonized; d, Applied Design for Surface Decorations; e, Applied Design for the "Round," in wood, stone, metal, or clay.

Mediums used: 1, pencil; 2, chalk; 3, charcoal; 4, monochrome; 5, color.

ELEMENTARY
COURSE.

ADVANCED
COURSE.

This provisional course is arranged, both as to Stages and Sections, in progressive order. Students who are not beginners should show the teachers some work already done by them, that they may be placed in their right position in the course. Beginners are to commence at Stage II, and they will be promoted by the masters according to progress made.

No drawing will be considered finished until stamped by the master of the class in which it is done; and a new drawing must not be commenced until the old one is so stamped. All

finished drawings are to be left in the schools, and the Drawing Committee reserve the right of retaining selected works; others will be returned to their authors after each annual exhibition.

Voluntary examinations will be held at the end of each term, in April, for those who wish to obtain certificates of proficiency.

WM. T. BRIGHAM, Chairman.
WALTER SMITH,
Director of the Classes.

CONCLUSION.

In conclusion, I cannot forbear calling the attention of the Board of Education, and of all citizens interested in the permanent interests of our schools, to the low rates of salaries paid to Principals and to Vice Principals of Grammar Schools.

If this matter lies outside of the exact line of my official Report, it is within my professional duty. The salaries of the Grammar Principals of all the larger schools at least, ought to be raised to \$2,400 per year. San Francisco can well afford to pay her Principals what the city of Boston pays to Vice Principals, \$2,400. Boston now pays to the Principals of Grammar Schools \$3,200 a year. The pay of Vice Principals ought to be raised to \$1,800.

The salaries of experienced and capable women, teaching the various Grammar Grades, ought also to be increased. Good schools cannot be kept up without good teachers, and the best teachers cannot be retained unless they are paid a fair compensation for their labor.

JOHN SWETT,
Deputy Sup't of Common Schools.

Department of Common Schools,

CITY AND COUNTY OF SAN FRANCISCO.

TWENTIETH ANNUAL REPORT

— OF THE

Superintendent of Common Schools,

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1873.



SAN FRANCISCO:

WM. P. HARRISON, BOOK AND JOB PRINTER,
No. 518 Sacramento Street.

1873.



REPORT
OF THE
SUPERINTENDENT OF COMMON SCHOOLS.

OFFICE OF THE SUPERINTENDENT OF COMMON SCHOOLS, }
San Francisco, September 1, 1873. }

To the Honorable the Board of Supervisors
of the City and County of San Francisco:

GENTLEMEN—In accordance with law, I submit to you the following report of the financial and educational condition of the School Department for the School and Fiscal Year ending June 30, 1873.

SUMMARY OF SCHOOL STATISTICS.

I. POPULATION AND SCHOOL CENSUS.

Population of the City (U. S. Census, 1870,).....	150,005
Estimated population, 1873.....	175,000
Children under 15 years of age (school census 1873)...	54,469
Children between 5 and 15 years of age entitled to State apportionment of School Fund.....	34,676
Children between 6 and 15 years of age (legal school age).....	32,387
Average number belonging to Public Schools.....	19,720
Number attending Private and Church Schools, as re- ported by Census Marshals.....	5,285
Whole number attending School.....	25,948
Approximate number not attending any School.....	5,000

COMMON SCHOOL REPORT.

II. SCHOOLS.

SCHOOLS.	1871-72.	1872-73.
High.....	2	2
Grammar.....	12	12
Primary... ..	35	34
Totals.....	49	48

III. BUILDINGS.

BUILDINGS.	1871-72.	1872-73.
Owned by the Department.....	46	46
Rented Rooms.	51	56

IV. TEACHERS.

SCHOOLS.	1871-72.	1872-73.
High.....	16	17
Grammar.....	128	129
Primary.....	295	322
Evening.....	35	26
Special Teachers of Music and Drawing, Phonography and Evening Normal School. . .	6	12
Totals.....	480	506

V. CLASSES.

SCHOOLS.	1871-72.	1872-73.
High.....	14	16
Grammar Grades... ..	100	107
Primary Grades.....	280	289
Totals.....	394	412

GENERAL STATISTICS.

5

VI. PUPILS.

AVERAGE MONTHLY ENROLLMENT.	1871-72.	1872-73.
High Schools.....	338	365
Grammar Schools.....	4,558	4,833
Primary Schools.....	15,306	15,565
Totals	20,202	20,763

AVERAGE NUMBER BELONGING TO	1871-72.	1872-73.
High Schools.....	320	350
Grammar Schools.....	4,276	4,566
Primary Schools.....	14,060	14,136
Totals.....	18,656	19,052

AVERAGE DAILY ATTENDANCE.	1871-72.	1872-73.
High Schools.....	309	339
Grammar Schools.....	4,089	4,373
Primary Schools.....	13,190	13,277
Totals	17,588	17,989

EVENING SCHOOLS.	1871-72.	1872-73.
Average monthly enrollment.....	1,116	867
Average number belonging.	870	668
Average attendance.....	684	541

VII. EXPENDITURES.

SALARIES, RENTS, ETC.	1871-72.	1872-73.
Salaries of Teachers.....	\$415,012 40	\$455,976 27
Rents of Buildings.....	11,498 20	14,792 95
Building Fund	37,911 21	3,929 00
Incidentals.....	203,840 32	137,120 12
Totals.....	\$668,262 13	\$611,818 34

COMMON SCHOOL REPORT.

VIII. RECEIPTS.

FROM WHAT SOURCE RECEIVED.	1871-72.	1872-73.
State Apportionment.....	\$ 95,245 02	\$ 99,202 48
City Taxes.....	440,497 76	452,050 63
Other Sources.....	125,098 44	130,992 16
Totals.....	\$660,841 22	\$682,245 27

IX. MISCELLANEOUS.

Percentage of attendance on the average number belonging to—

High Schools.....	96.8
Grammar Schools.....	95.8
Primary Schools	94
Annual cost per Pupil, not including Building Fund	\$30 82
Annual cost for Tuition exclusively.....	23 12

Average number of Pupils to a class for the last month of the year—

Grammar Schools.....	40
Primary Schools.....	54
Total amount of City Taxes.....	\$2,787,235 16
Amount of Current School Expenses.....	607,889 34

DETAILED STATEMENT OF THE FINANCES OF THE PUBLIC
SCHOOL DEPARTMENT FOR THE FISCAL YEAR ENDING
JUNE 30, 1873.

SCHOOL FUND RECEIPTS.

From Taxes.....	\$452,050 63
From Sale of Temporary Revenue Bonds.....	92,813 31
From Poll Taxes.....	37,962 00
From State Apportionment.....	99,202 48
From Sale of Old Material.....	56 85
From Rents.....	160 00
Total Receipts.....	\$682,245 27
Cash on hand July 1, 1872.....	34,320 23
Total Revenue.....	\$716,565 50

GENERAL STATISTICS.

7

DISBURSEMENTS.

	FIRST HALF YEAR.	SECOND HALF YEAR.	TOTAL.
Teachers' Salaries.....	\$217,891 36	\$228,696 11	\$446,587 47
Evening School Teachers' Salaries.	3,310 49	6,078 31	9,388 80
Janitors' Salaries.....	15,195 00	9,805 00	25,000 00
Census Marshals.....	1,340 50	.....	1,340 50
Fuel and Lights.....	3,742 61	4,414 56	8,157 17
Water.....	78 00	98 00	176 00
Repairs to School houses, Carpenter work, etc..	25,793 96	23,625 62	49,419 58
Furniture.....	14,363 33	14,064 39	28,427 72
School Text Books.	5,158 28	3,442 82	8,601 10
Stationery, School Incidentals and Printing....	8,983 41	1,014 64	9,998 05
Rents.	6,917 17	7,875 78	14,792 95
Incidental Expenses.....	3,650 00	2,350 00	6,000 00
	\$306,424 11	\$301,465 23	\$607,889 34
School Fund, Special.....			3,929 00
Total.....			\$611,818 34

Total Revenue 1872-73.....\$716,565 50

Total Expenditures School Fund..... 607,889 34

Cash on hand July 1, 1873.....\$108,676 16

SCHOOL FUND, SPECIAL, OR SCHOOL BUILDING FUND.

Cash on hand July 1, 1872, (balance remaining from sale of Bonds) \$14,416 59

DISBURSEMENTS.

For painting Union Primary School.....	\$ 265 00
For painting Denman Grammar School.....	1,335 00
For Architect's services.....	80 00
For grading Laguna Honda School lot.....	396 00
For purchase of frame building (now used for Tyler Street Cosmo- politan School).....	1,200 00
For part payment for alterations to Tyler Street School.....	653 00
	\$3,929 00

Cash on hand July 1, 1873.....\$10,487 59

The estimated expenditures from the School Fund for the fiscal year 1872-73, as made by the Committee on Finance, amounted to \$623,000.00. The disbursements, therefore, have been kept within the estimate by \$15,110.66.

Following is a showing of the estimated and actual expenditures:

	ESTIMATED.	ACTUAL	BELLY DIFFERENCE	AMOUNT REMAINED
Teachers' Salaries.....	\$460,000 00	\$446,387 47	\$13,612 53	.....
Evening School Teachers' Salaries.....	16,000 00	9,388 90	6,611 10	.....
Janitors' Salaries.....	25,000 00	25,000 00	.....	.....
Common Marshals.....	1,500 00	1,340 30	159 70	.....
School Text Books.....	15,000 00	9,501 10	5,498 90	.....
Stationery and School Incidentals.....	10,000 00	9,998 05	1 95	.....
Furniture.....	30,000 00	28,427 72	1,572 28	.....
Repairs.....	40,000 00	49,419 56	.....	\$9,419 56
Fuel and Lights.....	9,500 00	8,157 17	1,342 83	.....
Insurance.....	500 00	.....	500 00	.....
Water.....	500 00	176 00	324 00	.....
Rents.....	15,000 00	14,792 95	207 05	.....
Incidental Expenses.....	6,000 00	6,000 00	.....	.....
	\$623,000 00	\$607,689 34	\$15,310 66	\$9,419 56

Under Section Two of the Act of March 26, 1872, the amounts to be expended for Janitors' Salaries, School Text Books, Stationery, supplies and incidental expenses during any one year are limited as follows:

For Janitors' Salaries.....	\$25,000
For School Text Books.....	15,000
For Stationery and Supplies.....	10,000
For Incidentals.....	6,000

In the month of April, 1873, the Janitors' Fund and the Incidental Fund were exhausted, and the Janitors and some other employes of the Department did not receive their salaries for one-quarter of the month of April, and for the whole of the months of May and June, amounting in the aggregate to \$5,929.05. They will, therefore, have to trust to the liberality of the Legislature for relief in the premises.

The amount expended for repairs seems unusually large; but it must be taken into consideration that the expense of raising and altering the Hayes Valley Primary School Building, amounting to \$6,945, and the expense of fitting up the building for the Tyler Street Cosmopolitan School, amounting to \$1,988, were allowed from this fund. Alterations and repairs of this kind were

formerly paid for out of the Building Fund; but the Auditor, during the past year, has considered himself bound by law to refuse to audit any claims on this fund, except those for the erection of School buildings, or for the purchase of School sites. This will account for the excess of the actual over the estimated expenditures from the Repair Fund.

Out of the Fund for stationery, supplies, printing, advertising, etc. (limited to \$10,000), \$9,998.05 has been expended, but this does not give a fair showing of the amount actually required for the Fiscal Year, as some persons who supplied the Department during the past year with pens, paper, crayons, printing, etc., did not present their bills until the commencement of the present Fiscal Year, and these bills have been allowed from this year's fund.

The sum limited, \$10,000, is entirely too small to meet the demands on this subdivision of the School Fund, since, in former years, nearly double that amount has been required.

On the other hand, the amount allowed for the purchase of School Text Books is too large, as the sum required for the purchase of Text Books for indigent pupils amounted to only \$3,786.19, and that required for the purchase of books for School Libraries, to only \$4,914.91. Out of the \$15,000 allowed, only \$8,610.10 was expended; the remainder could not be used for any other purpose, and lay idle, while the janitors and other employés were forced to go without their salaries for more than two months.

For the first time in many years the aggregate sum appropriated by the Legislature has been sufficient to meet all the current expenses of the Department for the Fiscal Year. But owing to the restrictions imposed by law the Department was unable to disburse all the funds at its disposal.

Section 1 of an Act in relation to the Board of Education of the City and County of San Francisco, approved March 26, 1872, reads as follows:

“It is hereby made the duty of the Board of Education of the City and County of San Francisco, during the month of July in each and every year, to make estimates of the amount necessary to be expended during each half of the Fiscal Year,

for the following purposes, to wit: for salaries of teachers, for salaries of Evening School teachers, for salaries of janitors, for School text books, for stationery and school incidentals, for repairs and carpenter's department, for Census Marshals, for incidentals of Board of Education, for fuel and lights; and the City and County Auditor is hereby prohibited from auditing, and the City and County Treasurer is prohibited from paying, any bills in excess of the estimates so made, under penalty provided in the second section of this Act."

And a part of Section four of an Act approved April 1st, 1872, reads as follows:

" But the aggregate amount so reported shall not exceed the sum of thirty-five dollars for each pupil who shall have actually attended and been taught in the preceding year in the schools entitled to participate in the apportionment, etc."

In my opinion these sections are quite sufficient to regulate the apportionment and expenditure of the various funds. As there is a large annual increase in the number of pupils attending School, and consequently, a continually increasing expenditure, it is impossible for the Legislature to determine for a longer time than one year the exact sum that will be required for any specific purpose during any one year, since the sum required for that purpose must necessarily vary each year. For this reason, and further, because Section two of the Act of March 26, 1872, is in conflict with the Sections quoted above, it ought, in my opinion, to be repealed.

At the close of the last fiscal year there was on hand a balance of \$108,676.16. This sum would have been expended in the erection of School buildings, had there been sufficient provision made for meeting the current expenses of the Department from July 1st to the 1st of December. But as such provision had not been made, the Department was compelled to apply this sum to meet the current expenses for a part of that period.

The Tax Collector holds about \$300,000.00, which has been paid to him under protest. Should the suit now pending in the Supreme Court, in reference to this money, be decided in favor of the City, the School Department will be entitled to receive one-sixth of this sum.

EXPENDITURES.

11

The whole amount available for the purpose of meeting the current expenses of the Department up to November, is made up of the following sums:

One-sixth of the sum held by the Tax Collector, about.....	\$ 50,000 00
The balance on hand July 1, 1873.....	108,676 16
The State apportionment, due in September, about.....	26,000 00
From Poll Taxes, about.	15,000 00

This amount will be insufficient.

ESTIMATED EXPENDITURES FOR 1873-74.

BY THE COMMITTEE ON FINANCE.

For Teachers' Salaries.....	\$480,000 00
For Evening School Teachers (fixed by law).....	10,000 00
For Janitors (fixed by law).....	25,000 00
For Census Marshals (fixed by law).....	2,000 00
For School Text Books (fixed by law)....	15,000 00
For Stationery and School Incidentals (fixed by law).....	10,000 00
For Furniture.....	50,000 00
For Repairs to School Houses ..	50,000 00
For Fuel and Lights.....	10,000 00
For Water.....	500 00
For Insurance.....	500 00
For Rents.....	12,000 00
For Incidentals (fixed by law).....	6,000 00
	<hr/>
	\$671,000 00

The School Buildings and lots required, with the cost of the same, as estimated by the Committee on Finance, in their report of July 22, 1872, are as follows:

First Ward—One 8-class building and lot.....	\$ 25,000 00
Second Ward—One 12-class building.....	22,500 00
Third Ward—One 8-class building and lot.....	30,000 00
Eighth Ward—Two 18-class buildings, and lots for same.....	120,000 00
Ninth Ward—One 18-class building.....	35,000 00
Ninth Ward—One 12-class building.....	22,500 00
Tenth Ward—One 12-class building.....	22,500 00
	<hr/>
Carried forward.....	\$277,500 00

<i>Brought forward</i>	\$277,500 00
Eleventh Ward—Three 8-class buildings.....	45,000 00
Eleventh Ward—One 2-class building.....	3,000 00
Eleventh Ward—One 4-class building.....	6,000 00
Twelfth Ward—One 4-class building.....	6,000 00
Twelfth Ward—One 8-class building.....	15,000 00
Total cost.....	<u>\$352,500 00</u>

These buildings ought to be erected, and the work should be commenced immediately.

At the close of the year the Department was paying \$1,200 a month for rented school accommodations. Most of these rented rooms and buildings are entirely unsuitable for school purposes. And besides, they involve the Department in a heavy expense for alterations before they can be used, and for repairs before being delivered up to their owners.

The cost of tuition, too, is considerably higher in rented rooms. Every Primary School-room belonging to the Department is capable of accommodating 60 pupils, while rented rooms, being generally small, will not, on the average, accommodate more than two-thirds of that number. This additional cost of tuition, with the cost of necessary alterations and repairs, added to the rent, amounts to about \$21,600 per annum—a sum sufficient to erect a large and commodious School building every year.

About 3,000 pupils now in attendance at the Public Schools have to be accommodated in rented buildings. The last School Census Report shows that there are in this city 2,289 children between five and six years of age. A large proportion of these children will have to be provided for during the coming year. To provide school accommodation for these pupils, application ought to be made to the Legislature for authority to issue bonds to the amount of \$300,000, payable in 20 or 30 years.

To prevent the necessity of having to rent in the future, an annual building fund of about \$60,000 ought to be provided, in order to accommodate the yearly increase of school children. It is wise economy for the city to provide suitable School buildings of its own, for the accommodation of all children attending the Public Schools.

SCHEDULE OF SALARIES.

13

STATEMENT OF EXPENDITURES SINCE 1852, INCLUDING CURRENT EXPENSES AND ALL MONEYS EXPENDED FOR PURCHASE OF SITES AND ERECTION OF BUILDINGS.

1852	\$23,125 00
1853.....	35,040 00
1854.....	159,249 00
1855	136,580 00
1856.....	125,064 00
1857.....	92,955 00
1858.....	104,808 00
1859.....	134,731 00
1860.....	156,407 00
1861.....	158,855 00
1862.....	134,567 00
1863.....	178,929 00
1864.....	228,411 00
1865.. ..	346,862 00
1866.....	361,668 00
1867.....	507,822 00
1868.....	416,654 00
1869.....	397,842 00
1870.....	526,625 00
1871.....	705,116 00
1872.. ..	668,262 00
1873.....	611,818 00
<hr/>	
Total.....	<u>\$6,211,390 00</u>

SCHEDULE OF SALARIES FOR 1873-74, ADOPTED JUNE 24, 1873

In the following schedule of Salaries two important principles are observed: First—A higher grade of scholarship indicated by a higher grade of certificate is recognized by a slightly increased compensation. Second—Increased skill and experience in teaching, acquired by a long term of service, are also recognized by a slight increase in salary.

These two principles are taken into consideration in the schedule of salaries in most of the large cities of our country. They are acted on in fixing the salaries of clerks and salaried employes in all the skilled pursuits.

This schedule will stimulate teachers to educate themselves to a higher standard of scholarship, and will reward long continued and faithful service in the occupation of teaching.

COMMON SCHOOL REPORT.

ASSISTANTS IN PRIMARY SCHOOLS.

	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	PER MONTH.	PER ANNUM.	PER MONTH.	PER ANNUM.	PER MONTH.	PER ANNUM.
Holders of 3d Grade Certificates who have had no experience in teaching..	\$50	\$600	\$55	\$660	\$60	\$720
Holders of 2d Grade Certificates who have had no experience in teaching..	55	660	60	720	65	780
Holders of 1st Grade Certificates who have had no experience in teaching..	60	720	65	780	70	840

NOTE.—Teachers who have taught two years in any public school in the United States, will be credited with that experience on entering this Department, and will enter on the advanced salary according to Grade of Certificate. This schedule for the salaries of primary Assistants shall apply to those teachers only whose salary will thereby be increased, and to teachers hereafter to be elected; but it shall not apply so as to occasion the reduction of the salaries of any teachers heretofore elected.

ASSISTANTS IN GRAMMAR SCHOOLS.

	PER MONTH.	PER ANNUM.
Holders of 1st Grade Certificates, teaching 3d and 4th Grade classes exclusively for boys.....	\$75 00	\$900 00
Holders of 1st Grade Certificates, teaching other classes, 3d and 4th Grades.....	72 50	870 00
Holders of 2d Grade Certificates, teaching 3d and 4th Grade classes exclusively for boys	72 50	870 00
Holders of 2d Grade Certificates, teaching other Classes, 3d and 4th Grades.....	70 00	840 00
Holders of 1st Grade Certificates, teaching 2d Grade classes, of boys exclusively.....	85 00	1,020 00
Holders of 1st Grade Certificates, teaching other classes, 2d Grade.	77 50	930 00
Holders of 1st Grade Certificates, teaching 1st Grade classes, of boys exclusively.....	92 50	1,110 00
Holders of 1st Grade Certificates, teaching other classes, 1st Grades	85 00	1,020 00

NOTE.—Teachers of 2d or 1st Grade classes must be holders of 1st Grade Certificates.

GENERAL RULE OF INCREASE OF SALARIES ON ACCOUNT OF EXPERIENCE IN TEACHING IN THE PUBLIC SCHOOLS OF SAN FRANCISCO.

Assistants, both in Primary and Grammar Schools, shall be entitled to the following increase of salaries over and above the preceding schedule of salaries.

	PER MONTH.	PER ANNUM.
Increase at the end of four years.....	\$2 50	\$30 00
Increase at the end of seven years.....	2 50	30 00
Increase at the end of ten years.....	2 50	30 00

This shall apply to all Assistants now elected according to the time of their service.

SCHEDULE OF SALARIES.

15

PRINCIPALS OF PRIMARY SCHOOLS.

	PER MONTH.	PER ANNUM.
First-class Primaries.....	\$150 00	\$1,800 00
Second-class Primaries.....	125 00	1,500 00
Third-class Primaries.....	100 00	1,200 00

FIRST-CLASS PRIMARIES.

Tehama, South Cosmopolitan, Lincoln, Market street, Fourth and Clara streets, Pine and Larkin streets, Bush street Cosmopolitan, Taylor street Cosmopolitan, Greenwich street, Silver street Primary.

SECOND-CLASS PRIMARIES.

Mission, Powell street, Broadway, Union, Hayes Valley, Shotwell street, Eighth street.

THIRD-CLASS PRIMARIES.

Tyler street, Tyler street Cosmopolitan, Spring Valley, Geary street Cosmopolitan.

SPECIAL SCHOOLS.

	PER MONTH.	PER ANNUM.
Model School.....	\$150 00	\$1,800 00
Pine and Devisadero streets.....	85 00	1,020 00
Fairmount	85 00	1,020 00

GRAMMAR SCHOOLS.

	PER MONTH.	PER ANNUM.
Principals 1st Class Schools.....	\$200 00	\$2,400 00
Vice-Principals	150 00	1,800 00
Principals 2d Class Schools.....	183 33	2,200 00
Vice-Principals.....	133 33	1,600 00

FIRST-CLASS GRAMMAR SCHOOLS.

Lincoln, South Cosmopolitan, Denman, Rincon, Hayes Valley, Valencia.

SECOND-CLASS GRAMMAR SCHOOLS.

North Cosmopolitan, Broadway, Union, Spring Valley, Washington, Eighth street.

HIGH SCHOOLS.

	PER MONTH	PER ANNU.
Principals	\$225 00	\$2,700 00
Special Teachers of Latin and Greek	175 00	2,100 00
Special Teachers of French and German	175 00	2,100 00
Special Teacher Natural Sciences, Boys' High School	200 00	2,400 00
Assistant in Boys' High School	175 00	2,100 00
Teachers of Senior Classes in Girls' High School	175 00	2,100 00
Teachers of Middle Classes in Girls' High School	150 00	1,800 00
Teachers of Junior Classes in Girls' High School	125 00	1,500 00
Special Teacher of French	150 00	1,800 00

OUTSIDE AND UNCLASSIFIED SCHOOLS.

	PER MONTH	PER ANNU.
North Main Free School	\$150 00	\$1,800 00
Polk	125 00	1,500 00
Main Street	100 00	1,200 00
Green House	100 00	1,200 00
Point School	100 00	1,200 00
West End	100 00	1,200 00
Lagoon House	100 00	1,200 00
Colored School	100 00	1,200 00
Assistant Colored School	75 00	900 00
Teachers of Reform Classes	125 00	1,500 00
Principal of Evening School	75 00	900 00
Assistant of Evening School	50 00	600 00
Principal Evening Normal School	50 00	600 00
Assistant Evening Normal School	30 00	360 00

SPECIAL TEACHERS.

	PER MONTH	PER ANNU.
Special Teachers of Music	\$150 00	\$1,800 00
Assistant Special Music Teacher, Primary Schools	75 00	900 00
Special Teachers of Drawing, Primary Schools	125 00	1,500 00
Special Teachers of Drawing, Grammar and High Schools	175 00	2,100 00
Special Teachers of Phonography	175 00	2,100 00
Examining Teachers	200 00	2,400 00

SPECIAL TEACHERS OF LANGUAGES.

	PER MONTH	PER ANNU.
Holders of 1st Grade Certificates in both German and French, teaching in Grammar Schools	\$125 00	\$1,500 00
Holders of 1st Grade Certificates in either French or German, teaching in Grammar Schools	100 00	1,200 00
Holders of 1st Grade Certificates in both German and French, teaching in Primary Schools	100 00	1,200 00
Either German or French	80 00	960 00
2d Grade Certificates, German or French	75 00	900 00
3d Grade Certificates, German or French	70 00	840 00
Special Male Assistant, South Cosmopolitan Primary	100 00	1,200 00

SCHOOL FURNITURE.

During the past year the Committee on Furniture and Supplies has given more than usual attention to supplying the Schools with suitable furniture. Single desks have been substituted for double desks, in many instances, and the box benches heretofore used in most of the low primary grades, have been thrown out, and single desks furnished in their stead.

Following is a list of the furniture supplied to the various Schools during the past year:

BOYS' HIGH SCHOOL.

5 Douglas cane-seat chairs.

GIRLS' HIGH SCHOOL.

16 National Study Desks, single, No. 10.

25 No. 2 lifting top desks and chairs, and 1 Principal's desk.

LINCOLN GRAMMAR SCHOOL.

54 No. 2 single desks.

54 No. 2 single desks and chairs.

1 walnut sitting desk.

1 rotary chair and cushion.

54 No. 2 single desks (without castings).

54 No. 3 chairs.

16 cane-seat chairs.

1 music stool.

386 lbs. desk castings, and 108 bolts.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

1 Principal's desk.

5 No. 1 single desks (without chairs).

HAYES VALLEY GRAMMAR SCHOOL.

54 No. 2 single desks (without castings).

54 No. 1 single desks and chairs.

60 No. 3 single desks and chairs.

60 No. 2 and 3 single desks and chairs.

WASHINGTON GRAMMAR SCHOOL.

54 No. 2 single desks (without chairs).

54 No. 2 desk tops.

53 No. 1 single desks (without castings).

3 chart racks.

1,182 lbs. desk castings and 136 bolts.

COMMON SCHOOL REPORT.

VALENCIA STREET GRAMMAR SCHOOL.

54 No. 1 single desks (without castings).
30 No. 3 chairs (complete).
54 No. 2 single desks.
1 Teacher's table, 2 chart racks, and 2 cane-seat chairs.
60 No. 3 single desks and chairs.
54 No. 2 desk tops, 108 No. 2 legs.
108 No. 2 braces and 108 bolts.

EIGHTH STREET GRAMMAR SCHOOL.

118 double desks, altered to 236 single desks.
194 No. 3 single desks and chairs.
54 No. 2 desk tops and 54 No 2 chairs.
30 No. 1 desk tops.
40 No. 2 single desks and chairs.
40 No. 2 and 3 single desks and chairs.
60 No. 1 single desks (without castings).
54 No. 3 chairs.
1 map stand and 7 cane-seat chairs.
1,889 lbs. desk castings and 247 bolts.

NORTH COSMOPOLITAN GRAMMAR SCHOOL.

30 No. 1 single desks and chairs.
24 No. 1 single desks (without chairs).
54 No. 1 single desks (without castings).
422 lbs. desk castings.

TEHAMA PRIMARY SCHOOL.

51 double desks, altered to 102 single desks.
222 No. 3 single desks and chairs.
54 No. 3 chairs.
7 Teacher's tables, one Principal's desk and one reading case.
4,537 lbs. desk castings and 208 bolts.

LINCOLN PRIMARY SCHOOL.

116 No. 2 single desks.
60 No. 3 single desks and chairs.
475 lbs. desk castings, 60 bolts.

POWELL STREET PRIMARY SCHOOL.

302 No. 3 chairs, 1 Teacher's table.
1,966 lbs. desk castings and 302 bolts.

HAYES VALLEY PRIMARY SCHOOL,

89 No. 3 single desks and chairs.

54 No. 2 single desks and chairs.

5 Teacher's tables, 1 lunch table, 1 Principal's desk.

16 cane-seat chairs, 1 Teacher's desk.

FOURTH STREET PRIMARY SCHOOL.

3 Teacher's desks, 6 chairs.

PINE AND LARKIN STREET PRIMARY.

1 Principal's desk.

SOUTH COSMOPOLITAN PRIMARY SCHOOL.

58 No. 3 single desks and chairs.

30 No. 3 double desks and chairs.

1 book case.

BROADWAY PRIMARY SCHOOL.

1 book case, 1 map stand, 1 music stand.

EIGHTH STREET PRIMARY SCHOOL.

54 No. 3 chairs.

679 lbs. desk castings, 108 bolts.

GREENWICH STREET COSMOPOLITAN SCHOOL.

6 chairs, 1 Principal's desk, 1 Teacher's table.

TYLER STREET PRIMARY SCHOOL.

30 No. 3 single desks and chairs.

SAN BRUNO SCHOOL.

2 chart racks.

32 No. 3 single desks and chairs.

16 No. 2 single desks and chairs.

SHOTWELL STREET PRIMARY SCHOOL.

6 cane-seat chairs, 1 Teacher's table.

SPRING VALLEY PRIMARY SCHOOL.

54 No. 3 single desks and chairs.

MISSION PRIMARY SCHOOL.

94 No. 3 chairs and 2 cane-seat chairs.

54 No. 3 single desks and chairs.

443 lbs. desk castings, 68 bolts.

COMMON SCHOOL REPORT.

SOUTH SAN FRANCISCO SCHOOL.

- 12 No. 1 single desks and chairs.
- 1 Teacher's table, 6 cane-seat chairs.

POTRERO SCHOOL.

- 40 No. 3 single desks and chairs.
- 1 Teacher's table, 2 cane-seat chairs.

MARKET STREET PRIMARY SCHOOL.

- 1 Teacher's table, 1 chart rack.

FAIRMOUNT SCHOOL.

- 4 cane-seat chairs.

FURNITURE DELIVERED AT CARPENTER SHOP.

- 114 No 3 chairs.
- 20 No. 3 single desks and chairs.
- 18 cane-seat chairs, 18 wooden-seat chairs.
- 1 piano stool, 6 music stands, 3 music stools.
- 2,296 ink wells, 876 ink well covers.
- 4,339 lbs. desk castings, 462 bolts.

RECAPITULATION.

Single desks.....	2,399
Desk chairs.....	2,159
Double desks and chairs.....	30
Common chairs.....	119
Principal's desks.....	7
Teacher's tables.....	30
Desk tops.....	138
Desk legs.....	108
Desk braces.....	108
Music stools.....	5
Music stands.....	3
Chart racks.....	19
Book cases.....	2
Reading case.....	1
Lunch table.....	1
Desk castings, lbs.....	11,781
Bolts.....	1,599

**SUMMARY OF THE ANNUAL REPORTS OF PRINCIPALS, FILED
IN MAY, 1873.**

SCHOOLS.	Whole number of pupils enrolled during the year...	Annual average number being...	Annual average daily attendance...	Pupils received by transfer from other schools, after the first day of the school year...	Whole number of pupils present at the beginning of school month, not including first month of the year.
Boys' High.....	131	97.5	95.0		
Girls' High.....	309	253.0	243.5		
Denman Grammar.....	941	729.4	696.1	42	7
Lincoln Grammar.....	1,113	851.2	813.7	59	0
Rincon Grammar.....	579	431.0	411.0	67	37
Washington Grammar.....	547	397.0	379.0	42	6
Union Grammar.....	523	425.4	400.2	42	68
Broadway Grammar.....	554	426.0	355.0	33	9
Spring Valley Grammar.....	752	487.4	464.9	78	0
South Cosmopolitan Grammar.....	668	478.5	460.4	45	23
North Cosmopolitan Grammar.....	610	494.8	479.1	84	35
Valencia Street Grammar.....	901	706.7	688.6	104	21
Eighth Street Grammar.....	952	484.9	452.7	398	254
Hayes Valley Grammar.....	1,044	820.0	781.0	115	120
South San Francisco.....	408	271.0	262.0	33	26
Potrero.....	227	149.9	138.7	15	4
Bush Street Cosmopolitan Primary.....	646	574.3	544.1	110	4
Lincoln Primary.....	960	693.4	655.7	125	42
Taylor Street Cosmopolitan Primary.....	587	414.0	395.0	59	80
South Cosmopolitan Primary.....	1,060	750.0	702.0	76	23
Model.....	374	297.0	272.0	97	24
Greenwich Street Primary.....	838	647.3	512.7	71	132
Geary Street Primary.....	332	232.5	220.9	46	5
Tehama Primary.....	1,034	681.0	647.0	115	10
Fourth Street Primary.....	826	633.0	600.0	103	8
Powell Street Primary.....	693	461.0	437.0	89	16
Union Primary.....	630	411.7	388.4	48	24
Pine and Larkin Street Primary.....	730	539.0	502.0	30	25
Eighth Street Primary.....	1,222	733.0	685.0	138	39
Market Street Primary.....	1,084	680.1	636.4	96	60
Hayes Valley Primary.....	743	422.4	407.5	117	78
Silver Street Primary.....	1,022	648.0	618.9	101	2
Shotwell Street Primary.....	913	599.0	570.6	95	11
Tyler and Jones Street Primary.....	428	360.0	347.0	54	1
Broadway Primary.....	646	423.0	389.0	66	8
Tyler Street Primary.....	323	204.0	191.0	42	27
Spring Valley Primary.....	374	186.5	169.0	42	2
San Bruno.....	221	173.5	116.4	44	23
West End.....	78	61.0	53.0	0	0
Fairmount.....	198	100.5	91.3	6	11
Pine Street.....	142	98.9	91.8	13	0
Laguna Honda.....	79	66.0	63.0	7	7
Point Lobos.....	65	39.5	31.0	5	6
Ocean House.....	39	24.0	22.6	4	0
Mission Primary.....	727	559.5	484.6	88	19
Reform.....	232	70.0	64.0	213	4
Vallejo Street (colored).....	87	47.0	41.0	0	2
Fifth Street (colored).....	16	9.5	9.1	0	0

• REPORT OF THE RESULT OF THE ANNUAL EXAMINATION OF
THE SCHOOLS—MAY, 1873.

SCHOOLS.	FIRST GRADE.			SECOND GRADE.			THIRD GRADE.		
	No. Examined.	No. Promoted.	No. Not Promoted.	No. Examined.	No. Promoted.	No. Not Promoted.	No. Examined.	No. Promoted.	No. Not Promoted.
Denman Grammar.....	98	98	.....	112	106	6	110	78	32
Lincoln Grammar.....	103	99	4	121	101	20	157	123	34
Rincon Grammar.....	39	39	.....	72	66	6	101	92	9
Washington Grammar.....	26	21	5	34	29	5	46	46	.....
Union Grammar.....	13	10	3	20	17	3	42	26	16
Broadway Grammar.....	20	19	1	44	44	.....	71	72	.....
Spring Valley Grammar.....	11	10	1	24	24	.....	46	40	.....
Hayes Valley Grammar.....	60	60	10	71	67	4	68	66	2
South Cosmopolitan Grammar.....	42	40	2	109	101	8	134	121	13
North Cosmopolitan Grammar.....	34	28	6	32	31	1	48	46	.....
Valencia Street Grammar.....	29	29	.....	58	55	3	74	69	5
Eighth Street Grammar.....	16	13	3	15	13	2	111	44	67
South San Francisco.....	3	2	1	5	3	2	12	10	2
Potrero.....	4	3	1	7	6	1	7	3	4
Bush St. Cosmopol'n Primary.....	.....	.....	.....	.....	.....	.....	28	12	16
Taylor St. Cosmopol'n Primary.....	.....	.....	.....	.....	.....	.....	36	30	6
Lincoln Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Cosmopolitan Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Model.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Broadway Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Geary St. Cosmopol'n Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Spring Valley Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mission Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fourth Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Silver Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Market Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tehama Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pine and Larkin St. Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tyler & Jones St. Cos. Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenwich Street Cos. Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hayes Valley Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bhotwell Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pine Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eighth Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Powell Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tyler Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Bruno.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
West End.....	.....	.....	.....	.....	.....	.....	3	3	.....
Fairmount.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Laguna Honda.....	.....	.....	.....	2	2	.....	.....	.....	.....
Point Lobos.....	.....	.....	.....	.....	.....	.....	2	2	.....
Ocean House.....	.....	.....	.....	.....	.....	.....	1	.....	1
Vallejo Street (Colored).....	.....	.....	.....	2	2	.....	2	2	.....
Fifth Street (Colored).....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	498	431	67	726	656	71	1,112	884	227

RESULT OF ANNUAL EXAMINATION—CONTINUED.

SCHOOLS.	FOURTH GRADE.			FIFTH GRADE.			SIXTH GRADE.		
	No. Examined.	No. Promoted.	No. Not Promoted.	No. Examined.	No. Promoted.	No. Not Promoted.	No. Examined.	No. Promoted.	No. Not Promoted.
Deunan Grammar.....	138	111	27	44	44	20	61	61	20
Lincoln Grammar.....	270	188	82	90	61	29	.....	.....	.....
Rincon Grammar.....	132	84	48	.....	.....	.....	.....	.....	.....
Washington Grammar.....	72	68	4	63	61	12	153	106	46
Union Grammar.....	79	68	24	52	52	.....	70	70	.....
Broadway Grammar.....	80	78	2	87	80	7	91	87	4
Spring Valley Grammar.....	77	68	9	49	41	8	83	62	20
Hayes Valley Grammar.....	115	108	18	163	161	4	106	74	30
South Cosmopolitan Grammar.....	145	115	30	.....	.....	.....	.....	.....	.....
North Cosmopolitan Grammar.....	114	108	6	101	88	13	143	136	15
Valencia Street Grammar.....	136	126	30	136	119	18	180	126	54
Eighth Street Grammar.....	81	10	21	181	84	97	154	61	73
South San Francisco.....	18	4	14	35	11	24	44	32	12
Potrero.....	9	6	3	19	18	1	14	13	1
Bush St. Cosmopol'n Primary.....	41	38	3	37	34	3	104	89	15
Taylor St. Cosmopol'n Primary.....	39	32	4	56	51	4	84	61	23
Lincoln Primary.....	35	33	2	40	36	4	112	96	15
South Cosmopolitan Primary.....	85	66	20	87	73	14	128	107	41
Model.....	54	45	9	64	64	10	80	42	8
Broadway Primary.....	11	8	3	17	16	1	37	32	4
Geary St. Cosmopol'n Primary.....	.....	.....	.....	46	44	2	16	16	.....
Spring Valley Primary.....	.....	.....	.....	18	12	6	34	34	.....
Mission Primary.....	.....	.....	.....	52	52	.....	97	96	7
Fourth Street Primary.....	.....	.....	.....	40	40	.....	93	93	.....
Silver Street Primary.....	.....	.....	.....	60	64	5	106	87	19
Market Street Primary.....	.....	.....	.....	48	46	2	158	121	37
Tehama Primary.....	.....	.....	.....	62	49	3	104	92	12
Pine and Larkin St. Primary.....	.....	.....	.....	88	88	.....	126	106	20
Tyler & Jones St. Cos. Primary.....	.....	.....	.....	.....	.....	.....	55	55	.....
Greenwich St. Cos. Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hayes Valley Primary.....	.....	.....	.....	.....	.....	.....	89	28	31
Union Primary.....	.....	.....	.....	.....	.....	.....	49	44	5
Shotwell Street Primary.....	.....	.....	.....	.....	.....	.....	87	87	.....
Pine Street Primary.....	.....	.....	.....	.....	.....	.....	17	15	2
Eighth Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Powell Street Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tyler Street Primary.....	.....	.....	.....	21	14	7	23	22	.....
San Bruno.....	.....	.....	.....	20	17	3	26	20	5
West End.....	7	7	.....	6	6	.....	9	9	6
Fairmount.....	.....	.....	.....	11	11	.....	16	11	5
Laguna Honda.....	4	2	2	6	6	.....	16	14	2
Point Lobos.....	4	1	3	.....	.....	.....	11	11	.....
Ocean House.....	1	.....	1	.....	.....	.....	5	1	4
Vallejo Street (Colored).....	3	2	1	.....	.....	.....	1	1	.....
Fifth Street (Colored).....	.....	.....	.....	4	4	.....	.....	.....	.....
Totals.....	1,718	1,359	359	1,823	1,616	207	2,779	2,245	534

RESULT OF ANNUAL EXAMINATION—CONTINUED.

SCHOOLS.	SEVENTH GRADE.			EIGHTH GRADE.			TOTALS.		
	No. Examined.	No. Promoted.	No. Not Promoted.	No. Examined.	No. Promoted.	No. Not Promoted.	No. Examined.	No. Promoted.	No. Not Promoted.
Denman Grammar	■	31	6	34	32	2	674	561	113
Lincoln Grammar	■	■	■	■	■	■	771	542	229
Rincon Grammar	■	■	■	■	■	■	344	271	73
Washington Grammar	■	■	■	■	■	■	393	321	72
Union Grammar	130	117	13	■	■	■	408	347	61
Broadway Grammar	■	■	■	■	■	■	394	380	14
Spring Valley Grammar	65	51	4	103	75	28	462	382	70
Hayes Valley Grammar	68	67	1	46	40	6	686	609	77
South Cosmopolitan Grammar	■	■	■	■	■	■	430	377	53
North Cosmopolitan Grammar	■	■	■	■	■	■	472	431	41
Valencia Street Grammar	■	■	■	■	■	■	633	323	310
Eighth Street Grammar	209	■	69	■	■	■	715	394	321
South San Francisco	43	31	12	100	70	30	269	163	106
Potrero	29	24	5	34	31	3	129	104	25
Bush St. Cosmopol'n Primary	94	71	23	49	38	11	438	378	60
Taylor St. Cosmopol'n Primary	63	58	5	68	63	5	362	300	62
Lincoln Primary	124	121	3	100	93	7	411	382	29
South Cosmopolitan Primary	165	141	24	141	132	9	677	569	108
Model	53	45	8	30	29	1	251	215	36
Broadway Primary	97	70	27	173	165	8	335	296	39
Geary St. Cosmopol'n Primary	71	58	13	79	77	2	311	194	117
Spring Valley Primary	78	35	43	78	46	32	308	127	181
Mission Primary	165	168	17	192	146	46	536	458	78
Fourth Street Primary	141	141	■	188	188	31	463	432	31
Silver Street Primary	150	63	87	126	67	59	451	281	170
Market Street Primary	176	144	32	114	92	22	498	408	90
Tehama Primary	157	106	51	186	166	19	561	418	143
Pine and Larkin St. Primary	163	153	10	146	144	2	472	440	32
Tyler & Jones St. Cos. Primary	75	75	■	147	147	■	277	277	■
Greenwich St. Cos. Primary	115	92	23	102	94	8	217	186	31
Hayes Valley Primary	139	46	93	151	56	95	349	130	219
Union Primary	53	53	■	168	166	2	270	263	7
Shotwell Street Primary	153	152	1	307	215	92	617	434	183
Pine Street Primary	29	26	3	34	34	■	60	73	■
Eighth Street Primary	55	55	■	380	243	137	435	299	137
Powell Street Primary	294	209	15	161	146	15	355	355	■
Tyler Street Primary	52	35	17	78	67	11	174	139	35
San Bruno	43	35	8	68	29	39	156	101	55
West End	6	5	1	12	12	■	42	35	7
Fairmount	51	17	34	57	2	55	183	41	142
Laguna Honda	11	11	■	9	8	1	48	43	5
Point Lobos	7	7	■	4	4	■	28	23	5
Ocean House	10	8	2	13	■	13	30	4	26
Vallejo Street (Colored)	10	5	5	7	5	2	25	18	7
Fifth Street (Colored)	4	4	■	1	■	1	9	8	1
Totals	3,325	2,681	644	3,760	2,948	812	15,741	12,730	3,011

REPORT OF THE CLASSIFICATION AND ATTENDANCE

SCHOOL.										NUMBER OF PUPILS.									
	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	Total.		1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	Total.
Douglas Grammar	125	124	103	111	123	89	80	2	637		125	124	103	111	123	89	80	2	637
Lincoln Grammar	123	127	124	121	120				515		123	127	124	121	120				515
Lincoln Grammar	121	122	123	120					506		121	122	123	120					506
Washington Grammar	121	122	123	120					506		121	122	123	120					506
Union Grammar	121	122	123	120					506		121	122	123	120					506
Broadway Grammar	121	122	123	120					506		121	122	123	120					506
Spring Valley Grammar	121	122	123	120					506		121	122	123	120					506
Hayes Valley Grammar	121	122	123	120					506		121	122	123	120					506
South Commercial Union Grammar	121	122	123	120					506		121	122	123	120					506
North Commercial Grammar	121	122	123	120					506		121	122	123	120					506
Vanessa Street Grammar	121	122	123	120					506		121	122	123	120					506
Eighth Street Grammar	121	122	123	120					506		121	122	123	120					506
South San Francisco	121	122	123	120					506		121	122	123	120					506
Potters	121	122	123	120					506		121	122	123	120					506
Beach Street Commercial Primary	121	122	123	120					506		121	122	123	120					506
Taylor Street Commercial Primary	121	122	123	120					506		121	122	123	120					506
Lincoln Primary	121	122	123	120					506		121	122	123	120					506
South Commercial Primary	121	122	123	120					506		121	122	123	120					506
Model	121	122	123	120					506		121	122	123	120					506
Broadway Primary	121	122	123	120					506		121	122	123	120					506
Geary Street Commercial Primary	121	122	123	120					506		121	122	123	120					506
Spring Valley Primary	121	122	123	120					506		121	122	123	120					506
Missouri Primary	121	122	123	120					506		121	122	123	120					506
Fourth Street Primary	121	122	123	120					506		121	122	123	120					506
Silver Street Primary	121	122	123	120					506		121	122	123	120					506
Market Street Primary	121	122	123	120					506		121	122	123	120					506
Tehama Primary	121	122	123	120					506		121	122	123	120					506
Pine and Larkin Street Primary	121	122	123	120					506		121	122	123	120					506
Tyler and Jones St. Commercial Primary	121	122	123	120					506		121	122	123	120					506
Greenwich Street Commercial Primary	121	122	123	120					506		121	122	123	120					506
Hayes Valley Primary	121	122	123	120					506		121	122	123	120					506
Union Primary	121	122	123	120					506		121	122	123	120					506
Shorewell Street Primary	121	122	123	120					506		121	122	123	120					506
Pine Street Primary	121	122	123	120					506		121	122	123	120					506
Eighth Street Primary	121	122	123	120					506		121	122	123	120					506
Powell Street Primary	121	122	123	120					506		121	122	123	120					506
Tyler Street Primary	121	122	123	120					506		121	122	123	120					506
San Bruno	121	122	123	120					506		121	122	123	120					506
West End	121	122	123	120					506		121	122	123	120					506
Parliament	121	122	123	120					506		121	122	123	120					506
Laguna Honda	121	122	123	120					506		121	122	123	120					506
Point Lobos	121	122	123	120					506		121	122	123	120					506
Ocean House	121	122	123	120					506		121	122	123	120					506
Reform	121	122	123	120					506		121	122	123	120					506
Vallejo Street (Colored)	121	122	123	120					506		121	122	123	120					506
Fifth Street (Colored)	121	122	123	120					506		121	122	123	120					506
Total	755	1,030	1,044	2,037	2,724	3,357	3,997	5,850	21,894										
Boys' High									238										238
Girls' High									400										400
Dwelling (for May)									654										654
Total									1,352										1,352
Grand Total									22,697										22,697



BOARD OF EDUCATION—1872-3.

PRESIDENT.....JOS. CLEMENT.

M E M B E R S .

FIRST WARD.....W. A. PLUNKETT
528 California Street. Dwl. 835 Union Street.

SECOND WARD.....JOS. CLEMENT
710 Washington Street. Dwl. 526 Green Street.

THIRD WARD.....ROBERT LEWELLYN
14 Clay Street.

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SEVENTH WARD.....JOHN F. MEAGHER
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Superintendent of Common Schools.....	J. H. WIDBER, 22 City Hall
Deputy Superintendent.....	JOHN SWETT, 16 City Hall
Secretary.....	GEO. BEANSTON, 22 City Hall
Clerk.....	RICHARD OTT, 22 City Hall
Messenger.....	JAMES DUFFY, 22 City Hall

STANDING COMMITTEES—1872-73.

Rules and Regulations.....	Directors Holland, Meagher and Rosekrans
Classification....	Directors Meagher, Plunkett, Holland, President and Sup't
High Schools.....	Directors Deering, Shine and Holland
School Houses and Sites....	Directors Donovan, Wangenheim and Lewellyn
Judiciary and Salaries.....	Directors Plunkett, Mosgrove and Donovan
Finance.....	Directors Shine, Deering and Garratt
Cosmopolitan Schools.....	Directors Wangenheim, Plunkett and Garratt
Furniture and Supplies.....	Directors Rosekrans, Shine and Mosgrove
Printing.....	Directors Mosgrove, Donovan and Lewellyn
Evening Schools.....	Directors Garratt, Meagher and Wangenheim
Janitors.....	Directors Lewellyn, Deering, Rosekrans and Superintendent

I herewith submit the Report of the Deputy Superintendent, relating to the educational condition of the Department.

J. H. WIDBER,
Superintendent Common Schools.

REPORT

OF THE

DEPUTY SUPERINTENDENT.

To J. H. Widber, Esq., Superintendent of Common Schools :

In accordance with the rules and regulations of the Board of Education, I herewith submit my annual report of the educational condition of the Schools, as exhibited by the oral and the written examinations held during the year.

TRIAL EXAMINATIONS.

Two trial examinations of all the classes of the Grammar Grades were held during the year, one in December and one in March.

These examinations were held in writing, on questions prepared by the Deputy Superintendent. As a general rule, the classes acquitted themselves admirably, and the results stimulated the pupils to greater earnestness in study.

ORAL EXAMINATIONS.

In January of the past School Year, after carefully considering the subject, the Committee on Classification ordered a full and thorough examination of each of the 107 classes in the Grammar Grades of the Schools. As it was utterly impossible for the Deputy Superintendent, alone, to conduct this examination, in addition to visiting the Primary Schools, and to office work, Prof. Joseph Legget, an experienced teacher and skillful

examiner, was temporarily employed for three months as an examiner. In this oral examination, from half a day to a day was devoted to the examination of each class.

Detailed reports in writing were made to the Committee concerning the standing of each class in the more important studies, the general order and discipline of the class, and the apparent merits or demerits of the teacher.

During the months of April and May my own time was entirely occupied in preparing the questions, for the annual written examination, and in directing the work, and more than a month of the time of Mr. Leggett was given to an oral examination of various classes in the two High Schools, and to the preparation of full sets of questions for the annual written examination in those Schools. In order to complete the oral examination of the Grammar Grades, it was found necessary to employ an additional examiner for a month and a half, and Mr. H. P. Carlton was appointed for that purpose.

This was the first official oral examination of each Grammar Class in the Department made in this city. The information thus obtained was so valuable, and the results were so satisfactory, that in June, at the close of the school year, Mr. Leggett was elected as a regular examining teacher at large.

Written examinations may serve as a basis for annual promotions, but oral examinations have a marked effect in stimulating and encouraging both teaches and pupils. A good oral examiner is a traveling Normal School instructor, suggesting methods of teaching, and his salary is a trifling expense, compared with the substantial educational benefits resulting from his services in the School Department.

THE ANNUAL EXAMINATION.

The examination questions submitted to the First Grade Classes for graduation from the Grammar Schools, and admission to the High Schools, while not particularly difficult, were quite thorough.

The examinations were conducted by the Principals and Assistants of the High Schools, on questions prepared by the Deputy

Superintendent. These questions, together with those used in the Trial Examinations, will be found in an appendix to this report.

In May, near the close of the School Year, the principals of the several Grammar Schools were requested to send forward to the annual examination for graduation from the Grammar Schools, and for admission to the High Schools, those pupils of the First Grade Classes whom they could recommend as well fitted to pass. The remaining pupils were given the benefit of a trial examination on the same questions, but they were not examined with the recommended pupils.

The following is a summary of the result :

Number of girls in regular examination.....	234
Passed.....	228
Failed.....	6
Number of girls in trial examination.....	42
Passed.....	19
Failed.....	23
Number of boys in regular examination.....	140
Passed.....	124
Failed.....	16
Number of boys in trial examination.....	91
Passed.....	42
Failed.....	49
Total number of Grammar pupils examined.....	507
Passed.....	413
Failed.....	94

The standard of graduation from the Grammar Schools, and for admission to the High Schools, was 70 per cent. of Credits on the whole examination. By subsequent action of the Committee on Classification, a small number of pupils were admitted on trial to the High School, on account of age, sickness during examination, or other good reasons.

Of the 247 girls that graduated from the Grammar Schools, 211 entered the Girl' High School ; of the 166 boys, 130 entered the Boys' High School together with 8 boys admitted on trial.

The unusually large number of graduates from the Grammar Schools this year furnishes the most conclusive evidence of the thorough manner in which the First Grade Classes were trained by Principals, Vice-Principals, and Head Assistants.

CREDITING EXAMINATION PAPERS.

Few persons, except those who have done the work, can form a correct estimate of the wearisome labor of correcting and crediting the mass of manuscript involved in the written examination papers of 500 candidates for admission to the High Schools. The manuscript of each pupil amounts to at least 25 pages of closely written foolscap, and each answer to more than 100 questions must be separately examined and credited. The greater part of the papers were credited by the High School teachers during the week of examination; the remainder by teachers specially employed for that purpose during the vacation month of June. Both the Deputy Superintendent and the examining teacher, Mr. Leggett, were occupied during the whole vacation in transcribing and summing up results, and the summary was barely completed at the time of the reopening of the schools in July. A great deal of unsatisfactory drudgery might be avoided if some simple way could be devised for making these promotions.

NOTES ON EXAMINATION.

ARITHMETIC.

The percentages on this study ranged unusually high. Forty-four pupils gained 100 per cent. of credits, and seventy-two obtained from 90 to 99 per cent. The papers were characterized by remarkable exactness in answers, and by good methods of analysis.

The high degree of excellence in this important study furnishes the most conclusive evidence of careful drill by Principals, Vice-Principals and Head Assistants.

GRAMMAR.

In this study about 100 pupils obtained from 90 to 100 per cent. The papers for the most part were well written, and many classes ranked exceedingly high.

GEOGRAPHY.

The examination in Physical Geography was quite thorough, but the pupils stood the test well. Fifty-five gained from 90 to 100 per cent.

HISTORY.

The written papers on this study were remarkably good. Nearly 200 pupils obtained from 90 to 100 per cent.

SPELLING.

The spelling, both in words dictated from the Reader and in all the written exercises, was exceedingly good. The mistakes were most numerous, not in the regular spelling exercises, but in the composition exercises. The examination in Word-Analysis was quite difficult, yet many pupils were perfect, and nearly all stood well.

READING.


The reading, judging by the credits given, was only average. In fact, on account of the number of studies pursued, it is impossible for teachers to give special attention to elocutionary training.

PENMANSHIP.

The specimens of writing from some classes were exceedingly fine, and poor handwriting was an exception. In all grades, from the highest to the lowest, penmanship is very thoroughly taught. Even the children in the lowest grade at the end of their first year at school, are able to write quite well on their slates.

COMPOSITION.

The exercises in this important branch of instruction were quite thorough. Some pupils acquitted themselves well; but many did not reach a very high standard of excellence. They were generally better in technical grammar, in analyzing sentences, and in parsing, than in actually writing English. Training pupils to clearly express their thoughts in correct English is one of the most difficult tasks of the teacher. It requires



practice, skill and patience, and it must be done without the aid of text books. If less attention were devoted to the abstractions of technical grammar, and more care given to plain and practical composition, the study of language would be more interesting and profitable to pupils.

DRAWING AND MUSIC.

Many of the specimens of drawing were exceedingly well done, but some were very poor. On the whole, the examination showed a marked advance over the results of previous years.

The examination in music was quite satisfactory. The instruction in this branch is so systematically given in the Primary Grades and lower Grammar Grades, that most pupils have a fair knowledge of music when they graduate from the Grammar Schools.

FRENCH AND GERMAN.

The examination of pupils from the Cosmopolitan Schools in these two languages, exhibited a decided improvement. The questions were very thorough, but many pupils passed creditably in both, and also stood high in their English studies. There were in all 60 pupils that passed in one or both of these languages.

EXAMINATION OF GRAMMAR AND PRIMARY SCHOOLS.

The Annual Examination of the 2d, 3d and 4th Grade classes of the Grammar Departments, and of the 5th Grade Primary classes, was conducted in writing on printed questions prepared by the Deputy Superintendent.

The 6th, 7th and 8th Grade classes were examined by the Primary Principals by a combination of oral and written examinations. The standard of promotion was 70 per cent. The Grammar Grade classes, with a very few exceptions, generally attained a high standard of excellence. These classes were well up in writing, spelling, arithmetic and geography.

The methods pursued in most of the Primary schools are good. In writing, reading, spelling and arithmetic the pupils have been

thoroughly trained. In some Schools the introduction of a modern language seems to have been a source of confusion without any particular benefit.

The following statistical summary shows the results of the annual examinations in the grades below the first:

GRADES.	No. Examined.	No. Promoted.	No. not Promoted.
Second.....	726	655	71
Third.....	1,112	885	227
Fourth	1,718	1,359	359
Fifth.....	1,823	1,516	307
Sixth.....	2,779	2,245	534
Seventh.....	3,325	2,681	644
Eighth.....	3,760	2,948	812
Total.....	15,243	12,289	2,954

Both the oral and written examinations held during the year showed a marked improvement in methods of teaching.

There has been a strong tendency to cut loose from the mere memorizing of text-books, and to rely to a greater extent on mental training, by means of oral instruction and original methods. There are certain lessons in most studies that must be memorized from the text-books, but beyond this it is the higher duty of the teacher to be a living instructor.

HIGH SCHOOL EXAMINATIONS.

The Senior, Junior and middle classes of the Girl's High School were subjected to a severe written examination at the close of the school year, in May, on full sets of printed questions prepared by Prof. Leggett and the Principal, Mr. Holmes. The high percentage obtained was conclusive evidence of the thoroughness with which both teachers and pupils had done their work. The graduating class was unusually large, numbering fifty.

The several classes of the Boys' High School were subjected to a severe written examination in all the studies pursued, on questions prepared by Examiner Leggett. Many of the pupils obtained high percentages and all obtained a creditable standing. The graduating exercises of the Boys' High School will be held

in September. The questions used in the High School examinations will be found in the appendix to this report.

EVENING SCHOOLS.

These Schools have now become an indispensable part of the public school system. Having served for three years as Principal of these schools, I have a full appreciation of the great benefits which they confer on boys who are compelled to leave the day schools at an early age, and on working men who wish to avail themselves of the opportunity of acquiring the rudiments of an education. In these schools, hundreds of boys are kept from idling away their evenings on the streets, or in low places of amusement.

The Evening Schools must be fostered and encouraged in every way possible.

During the year past, the average number belonging, in all the evening classes taken together, was 668, with an average daily attendance of 541. The whole number registered was 746 boys and men, and 121 girls and young women.

The classes in the Central School in the Lincoln Building are well graded, and, under the efficient supervision of the Principal, Mr. Robertson, excellent progress has been made in all departments.

The classes in Industrial Drawing, under the instruction of Mr. Garin and Mr. Hellert, have been well attended. These classes ought to be provided with suitable models, casts and charts, which can be obtained at a cost of three or four hundred dollars.

CITY EVENING NORMAL SCHOOL.

This School was organized about one year ago, mainly for the purpose of aiding teachers already employed in the department, to secure certificates meeting all the legal requirements of the new standard required by law. Some of these teachers held certificates without a record of examination, while others were holders of certificates with percentages lower than the present standard.

The school opened with an attendance of about 150, which during the rainy season fell to 100. The principal studies pursued have been arithmetic, algebra and grammar, with occasional review lessons on other topics required in examination.

During the past year the teachers of the School have been Mr. Leggett, Mr. Bradley, Mrs. Kincaid, and the Deputy Superintendent. At the end of the school year in May last, an examination was held in all the studies required by the State law. The examination was conducted by the teachers of the Normal School. The results were returned to the City Board of Examination, by whom certificates were issued on the regular percentages.

The whole number examined was 99, of whom 4 gained City Educational Diplomas, 18 gained 1st Grade Certificates, 14 gained 2d Grade Certificates, 29 gained 3d Grade, and 34 failed to receive any certificates. All but 8 or 10 of the failures were made by young ladies not employed in the Department. In connection with the regular studies, some attention has been given to methods of teaching; but now that most of the teachers have secured regular certificates, it will be possible in the future to give more attention to practical methods of instruction, and less to the regular studies.

There should be a class in drawing opened in connection with the school, and one for instruction in methods of teaching vocal music.

DRAWING.

The First and Second Grade Classes of boys, under the instruction of Mr. Garin, have made good progress in Architectural Drawing, and the corresponding classes of girls, instructed by Mr. Burgess, presented fine specimens of Perspective Drawing, at the end of the year.

The Third and Fourth Grade Classes, with a few exceptions, made very little progress, from the fact that they were not under the superintendence of any special teachers of drawing. During the coming year, on account of the election of an additional special teacher, these grades will receive special instruction.

The Primary Schools, under the general direction of Mrs. Benton, have made a good beginning. The school-room black-

boards, covered with well executed drawings, furnish conclusive evidence of the interest which the children take in their work.

The employment of an additional teacher in the Primary Department will enable all the Primary Classes to be placed under special instruction.

The new graded course of instruction in Drawing, if properly carried out, cannot fail to result in great practical good. Skill in Drawing will be of practical value to every boy who may engage in the mechanic arts, and, apart from this, as a means of cultivating taste, this branch of school study is of great importance.

The classes in Industrial Drawing are in need of charts and models, which can be provided at an expense of a few hundred dollars.

Mr. Philbrick, Superintendent of the Boston Schools, closes an interesting report on this subject, as follows:

“Our teachers deserve great credit for their hearty co-operation in developing this branch of instruction. It was natural that there should be some grumbling, for there are always some who are averse to any extra exertion or any interruption to established routine. But the exhibition of drawing last May seemed to give at the Girls' High and Normal School building, when *five hundred of the teachers* of our Primary, Grammar and High Schools great satisfaction, and put everybody in better humor. The glory, however, of last year's labors and efforts was seen in June, voluntarily presented themselves for an examination of their qualifications for teaching drawing; for the success of the whole scheme depends upon the competency of the mass of the teachers to teach this branch to their classes, aided and assisted by competent supervisors.

The general plan of carrying on the teachings is the same as that which has been so triumphantly successful in our musical instruction. A general supervisor at the head, to plan and direct, with a corps of four or five assistants, to teach personally in the highest classes of the High Schools, and to aid in teaching the teachers and in inspecting, examining and supervising the work done in all the lower grades of the schools, the Committee

on Drawing, of course, being the power over all. As to the details respecting the examinations, programmes and expenses, the Report of the Committee furnishes all needed information.

The path is now clear and plain, in the main. Just now there may be some teachers who do not fully see how to carry out the programmes which have been made. But this is only a temporary difficulty, and it will, no doubt, soon be overcome. If modifications in the requirements are found by experience to be necessary, they will be made. Only a little patience is wanting. Extra pressure was inevitable in the introduction of so great an improvement. For the time drawing may seem to some to engross too much attention and time. But this is only a temporary phase of the matter. For one I have no fear that our scholars will be the losers. *When Drawing is properly understood and properly taught, it will be acknowledged by every enlightened mind to be an indispensable element in the education of every human being, whatever may be his destination in life.* Here general education and technical education coincide. The child needs drawing equally whether he is destined for a course of liberal culture, or for any industrial pursuit."

INDUSTRIAL EDUCATION.

Drawing, as an important branch of Industrial Education, is attracting marked attention in the Schools of Eastern Cities, and in many of the schools for girls, sewing is also taught.

In Boston, the Committee on Industrial Schools, S. K. Lothrop, Chairman, made last year an able and interesting report, which closed as follows:

"The present Committee on Industrial Schools was appointed at the organizing of the Board, in January of this year. This Committee, in endeavoring to discharge the duty, have turned their attention entirely to a point indicated in Mr. Shackford's report—the enlargement of the department of sewing in the Girls' Grammar Schools; and after conference with others, and especially with Mrs. Hemenway, and other ladies interested in the experiment which she has been sustaining in the Intermediate School in Tyler street, have come to the conclusion to recommend that sewing, which is now taught in the sixth, fifth

and fourth classes of the Girls' Grammar Schools, be carried forward gradually into all the classes of the girls' schools; the fourth, of this year, for instance, when it becomes the third class of next year, to continue to receive appropriate instruction in sewing; and so on, when it becomes the second, and when it becomes the first class; and thus in three years, instruction in sewing will be given in all the classes, by a gradual and progressive change, which will not interfere with the intellectual culture and training. They propose, also, that as instruction in sewing is thus enlarged in the classes to which it is given, it shall be enlarged in the character and practical value of the instruction given, and that certainly in the first and second, and perhaps begun in the third, instruction shall be given in cutting, shaping, fitting, and thoroughly making girls' and ladies' garments; the requisite materials for this instruction to be furnished by the city, under the supervision of the Committee on Accounts. They believe, from the examination of Mrs. Hemenway's experiment, that one good, thoroughly competent teacher of sewing, cutting, fitting, etc., giving her whole time to the work, could take charge of one school, and in the twenty-six school-hours of the week give two hours a week of instruction to all the pupils of that school; and, in some cases of the mixed schools, where the number of girls is not so great, one teacher devoting her whole time might take charge of two schools. Your committee believe that the whole cost of this experiment, after it got fully established, in all the classes in Girls' Grammar Schools, would not be more than five or six thousand dollars a year; and a portion of this might be returned from the sale of the garments made by the first and second classes.

With these views the committee submit the following orders.

S. K. LOTHROP, Chairman.

1. *Ordered*, That on and after September next, sewing, now taught in the sixth, fifth and fourth classes of the Girls' Grammar Schools, be gradually introduced into the three other classes in said schools; the present fourth class and its successors, as it advances from the fourth to the third, and from the third to the second, and from the second to the first class, to continue to

receive instructions in sewing, so that in three years from this time it may be universally taught in all the classes of the Girls' Grammar Schools, and more thorough and progressive instruction given.

2. *Ordered*, That, whenever the gradual progress of this plan permits, practical instruction in cutting, shaping, fitting and thoroughly making childrens' and ladies garments shall be given to the members of the first and second classes of the Girls' Grammar Schools, and that, in preparation for it, the district committee of each girls' school shall be authorized to procure and nominate to this board a sewing teacher thoroughly competent to give the aforesaid instruction, and, giving her whole time to the city, to take supervision and charge of the whole department of sewing in the school; her salary to be subsequently determined by this Board, but never to exceed the highest salary paid to any female assistant in said schools.

3. *Ordered*, That when the gradual progress of this plan makes it necessary, the Committee on Accounts be authorized to furnish, on the requisition of each district committee, all the materials necessary to give the contemplated instruction in cutting and making garments, to an extent not exceeding two hundred dollars to each school, and not exceeding fifty dollars to any one room.

4. *Ordered*, That each district committee be authorized, if at any time they shall deem it expedient, to select and associate with them one or more competent ladies from their district, to aid them in superintending or carrying out this plan of thorough instruction in sewing."

PHONOGRAPHY.

In September, 1872, the Committee on Classification reported in favor of the appointment of a teacher of Phonography, for a period of three months on trial, in the First Grade Grammar Classes and the Boys' High School. Mr. B. C. Brown was appointed to the place, and, at the end of three months was regularly elected. As a general rule the boys have pursued the study with interest, and Mr. Brown has given them thorough instruction, but it is yet too soon to judge of final results. Out of the three or four hundred pupils that take up the study, it is

not probable that many will continue it long enough to become practical phonographic reporters, and consequently there is room for doubt as to the desirability of making it a compulsory study in the common school course.

THE MODERN LANGUAGES.

Ever since the establishment of the Cosmopolitan Schools there has been a strong tendency to centralize pupils in those schools, particularly in the Eighth District.

Partly to prevent the transfer of pupils from other schools, and partly in compliance with the expressed wishes of parents, during the past year a special teacher of French or German has been appointed in several of the Grammar Schools and Primary Schools. There is a difference of opinion as to the extent to which the study of the modern languages can be advantageously pursued in the Public Schools. In St. Louis, Cincinnati, Cleveland, and many other western cities, the study of the German language has been extensively introduced. In this city, on account of the cosmopolitan population, instruction in both French or German has been strongly demanded.

Some schools are needed for this purpose, but in my opinion the attempt to introduce instruction in French in so many of the Primary Schools, has proved a failure. This instruction interferes with the English course, and to a majority of pupils the smattering of the language acquired is of no practical benefit.

CHANGES IN TEXT-BOOKS.

The School Law passed by the State Legislature, 1868-9, required San Francisco to conform to a uniform State series of text-books. The State Board of Education, in 1870, under the Administration of State Superintendent Fitzgerald, adopted a uniform series of school-books, and in July, 1871, six months after Superintendent Widber took office, the City Board of Education carried into effect the changes, made compulsory by the action of the State Board of Education, and by State Law. For these changes in books, the City Board of Education and the City Superintendent were in no wise responsible.

McGuffey's series of Readers, six books, took the place of Willson's; Brown's Grammar superseded Kerl's; Swinton's History displaced Anderson's; Monteith's Geographies, three books, had been substituted for Cornell's Primary, and Guyot's Intermediate, two books, in 1870. Swinton's Word-Analysis, authorized by the State Board of Education in 1871, was adopted for use in the Third and Fourth Grade classes of the Grammar Schools.

It was understood at the time of the adoption of the smaller book that it was to be followed by a larger one, for use in the higher grades. In publishing the advanced book on Word-Analysis, the author incorporated into it the greater part of the smaller book of English prefixes and suffixes, and substituted for the old edition, which went out of print, Part I of the Word-Analysis, under the title of the *Word-Book*, which was necessarily taken for use in the Third and Fourth Grades, in order to complete the course of word-study and spelling.

The City Board of Education, in 1871, introduced the graded course of instruction in music, so successfully pursued in Boston and other Eastern cities, and Mason's Music Charts and books were necessarily adopted in place of the miscellaneous song-books before in use.

Bartholomew's Drawing-books and Cards were also adopted, for the purpose of securing something like a graded course in drawing.

After a year's trial in the course of study, in June, 1872, a mental arithmetic for the Primary Grades—French's First Lessons—was *added* to the list of books in use. It superseded no other book, but supplemented Robinson's, which is mainly a text-book of written arithmetic.

Some changes were made in the High School text-books, in order to conform to the series used in the State University, and a few changes were made in scientific books, in order to secure the benefits of modern scientific researches. These changes, however, were comparatively unimportant, on account of the small number of pupils affected by them.

AMMENDMENTS TO THE COURSE OF STUDY.

Three months before the end of the School Year, several amendments to the course of study were made by the Committee on Classification, and submitted to the Board of Education for adoption. In consequence of the pressure of other business, action on these amendments was postponed from time to time, and the revised course was not finally adopted until July, just before the re-opening of the Schools, thereby causing much confusion and delay at the opening of the term.

On account of the time given to industrial drawing, music and phonography, and in the Cosmopolitan Schools to the French and German languages, there had been during the year a standing complaint of too much work for the pupils. For the purpose of simplifying the course, it was decided to cut off McGuffey's Sixth Reader in the First Grade classes, supplying its place by a review of the Fifth Reader used in the Second Grade, thus saving the cost of one large text-book.

It was the opinion of many teachers, after a trial of several years in the use of these text books on Geography, that altogether too much time was devoted to memorizing lessons from the text-books; and in order to economize time for other studies it was thought practicable to dispense with the larger text-books used in the 1st and 2d Grades. The place of Monteith's Physical Geography is supplied in the 2d Grade classes by a review of the Manual of Geography used in the 3d Grade; and in the First Grades by oral lessons given by the teacher on certain specified topics of physical geography without the use of a text-books by the pupils.

In many eastern cities a reduction has been made in the number of text-books on Geography, on account of the growing conviction that memorizing hundreds of pages of map questions and descriptive text is not the best method of acquiring a practical knowledge of the subject. The change in our course may be too radical, but I recommended it after careful consideration, from a conviction that if teachers were disposed to carry it out it would effect a needed reform.

The course in Geography, for several years prior to 1871, included only two text books. During the coming year the First Grade classes already having the books will generally make use of them to supplement lessons given by the teachers, and if, at the end of the year the teachers think that the method of teaching Physical Geography by means of relief globes, maps, charts and oral lessons, is too difficult, or is impracticable, the course should be modified so as to allow the Monteith's Physical Geography to be continued in the two higher grades. In the new course, *Brows's First Lines in Grammar*, is to be begun in the 2d Grade instead of the 3d, for the reason that the book is so small that it can easily be completed in two years; that is, in the 1st and 2d Grades.

In this particular the course corresponds to that adopted by the State Board of Education, and to the new courses of study adopted in many eastern cities. The elements of Grammar taught orally in connection with reading lessons, and practical exercises in writing English, are more useful to beginners than are the memorized definitions of the text-book. The examination papers from our schools, for several years past, have shown conclusively that while many pupils are well up in definitions, parsing and analysis, comparatively few are able to write English with even a tolerable degree of accuracy or elegance.

In the study of words and spelling, the word-book originally adopted in the 3d and 4th Grades, has been extended downward, in accordance with the desire of many primary teachers, into the 5th and 6th Grades, thus distributing the work of two years through four years, and so diminishing the amount of work to be done each year. The small Speller formerly used in these two Primary Grades was dropped as superfluous. For the 7th Grade, the spelling exercises arranged in the reader render the use of a separate spelling book unnecessary, and during the first year of school life the simple words from the charts and in the First Reader are all that ought to be given to the child.

In arithmetic, the new course, in addition to the former text-book work, includes a course of oral instruction in the various combinations of small numbers, according to what is known as

the "Grube System." During the year, one or two low grade classes in each of the large primary schools, were trained according to this method, with the most unqualified success. The main object of this method is to teach the four elementary rules by keeping the pupils limited to small numbers within the range of their comprehension. It requires the use of no textbook by either teacher or pupil; but *does* require some effort and originality on the part of the teacher. Provision is also made in the primary grades for instruction in the use of decimal and common fractions, limited to small numbers. Exercises in writing English are introduced at an early age, and are continued throughout the whole course. The necessity for greater attention to composition will be evident from reference to the examination questions on grammar and composition, in which specimen sentences, selected from compositions written at trial examinations, are given to be corrected.

These changes have been made after a careful examination of the revised courses of study for Eastern cities; and I am confident, if carried out in the right spirit, will result in pleasanter and more profitable work, both for pupils and teachers.

In consequence of the hurried manner of its final adoption, some discrepancies will be found in the course, and as it was printed during my illness, when I was unable to revise the proof, numerous errors and omissions are found in it which ought to be corrected by amendment.

CONCLUSION.

It was my intention to prepare a full review of the educational progress of the Schools during the last three years, but after drafting a few pages I was suddenly prostrated by a severe and long-continued fever, so that even the brief summary herewith submitted has been made up at broken intervals of time, and under circumstances of peculiar difficulty.

In retiring from the position of Deputy Superintendent, I desire to return to the members of the Board of Education, to the Superintendent, and to the Teachers, my sincere thanks for many official and personal acts of courtesy and kindness. Of all the

various educational positions that I have held during twenty years of school work in this State, my present one has been the most difficult and laborious. Mistakes of judgment I may have made, but I retire from the position with the consciousness of having endeavored to do my duty, without regard to personal consequences.

JOHN SWETT,

Deputy Superintendent.

A P P E N D I X .

CIRCULAR TO PRINCIPALS, VICE-PRINCIPALS AND ASSISTANTS.

1873.

EXAMINATIONS.

During the month of May next, Principals of Grammar Schools are requested to examine all their respective grades, except the first, in reading and writing.

In Drawing, the third grade classes will be credited by the Special Drawing Teachers, Mr. Burgess and Mr. Garin, on books and specimens.

The fourth grade classes will be examined by some teacher designated by Principals, on drawing books and specimens.

PRIMARY PRINCIPALS will examine their classes as follows:

The Fifth Grade in Reading, Writing, Drawing and Oral Instruction.

The Sixth Grade in everything except Written Arithmetic.

The examination in Oral Instruction must be conducted orally.

Drawing in the Primary Schools will be credited under the general direction of the Special Teacher, Mrs. Benton.

The oral examination in Music, except in the first grade, will be conducted by such Assistants as are competent, designated by the Principals. The examination must be oral, the exercises selected from the music readers and charts, as designated in the several grades by the manual.

In the Grammar Grades ten credits, or one half of the whole number of credits (20) allowed for Music, will be given on an *oral* examination.

This examination may be conducted at any time during the month of May.

In Primary Schools the examination will be conducted according to the instructions of Primary Principals.

Principals, with the Special Teachers, will arrange examinations in German and French.

In conducting the Annual Examination, teachers will observe the following rules:

1. Principals will assign teachers so that no one shall have charge of his or her own class.

2. Teachers will require the name and age of each pupil to be written at the head of each paper; also, the name of the school, the grade, and the name of the teacher of each class, and the name of the examiner placed in charge of the class.

3. The name of the teacher by whom each set of papers is examined must be attached to the papers, and the examiners will be held directly responsible to the Committee on Classification.

4. Principals and examiners will take all possible precautions to prevent pupils from communicating, or from aiding one another in any way, and the papers of any scholars detected in communicating or copying must be thrown out of the examination.

5. Teachers in charge of classes will give no assistance to pupils, but may give any explanation necessary to a fair understanding of the meaning of any question.

6. As the object of the examination is to determine what pupils are *fitted* for promotion, not how many *may* be promoted, teachers are instructed to examine and credit *strictly* and *impartially*.

7. Principals will preserve all sets of papers, subject to the call of the Committee on Classification.

8. Neither Principals nor Assistants will in any manner make any report of the average percentage of any class. The only re-

port made will be the number examined and the number promoted.

9. The maximum number of credits to be allowed in each study will be found on each set of questions, and also on the schedule attached.

10. The examination questions will be delivered on the order of Principals, on the morning of each day of examination.

11. All the schools will close on Friday, May 30th, 1873.

12. Principals are authorized to hold such closing exercises as they may desire, under the general rules of the Department.

13. The first grade classes will be examined for graduation from the Grammar Schools, and for admission to the High Schools, on Monday, Tuesday, Wednesday and Thursday, May 26 to 29. The boys will meet for examination in the Boys' High School Building, on Monday, May 26th, at 9 o'clock A. M. The girls will assemble at the Girls' High School Building at the same time.

14. Principals are instructed to send up for examination only those pupils who, judging from the two trial examinations held during the year, and from the monthly reports, will have a fair chance of passing examination successfully.

15. During the vacation the report of the examination will be made up, and the certificates of graduation will be given out at the commencement of the school term in July.

16. Principals will so assign papers for examination, that the papers in any one study, in classes of the same grade, shall be examined by the same teachers, in order to secure uniformity of marking. In schools having several classes in any one grade, the papers may be divided.

17. The standard of promotion will be fixed at 70 per cent., the same as last year.

18. On or before June 8th, Principals of High, Grammar and Primary Schools will make an annual report of the following statistics:

1st. Whole number of pupils enrolled during the year.

2d. Number received by transfer from other schools, after the first day of the school year.

3d. Annual average number belonging.

4th. Annual average daily attendance.

5th. Whole number of pupils promoted from lower to higher grades at the beginning of each school month, not including the first month of the year.

SCHEDULE OF MAXIMUM CREDITS.

	ARITHMETIC.....	MENTAL ARITHMETIC.....	GRAMMAR.....	GEOGRAPHY.....	HISTORY.....	READING.....	WRITING.....	SPELLING.....	WORD ANALYSIS.....	COMPOSITION.....	DEATING.....	MUSIC.....	ORAL INSTRUCTION.....	GERMAN.....	FRENCH.....
First Grade...	100	20	100	50	50	20	20	20	50	50	20	20		25	25
Second Grade...	100	20	100	50	50	20	20	20	50	50	20	20		25	25
Third Grade...	100	20	50	50		25	25	50		25	10	20		25	25
Fourth Grade...	100	20	25	50		25	25	50		25	10	20		25	25
Fifth Grade...	100	10	10	50		50	25	50		10	10	10	10	25	25
Sixth Grade...	100	10	10	25		50	25	50		10	10	10	10	10	10
Seventh Grade...	50	10				50	25	25			5	10	10	10	10
Eighth Grade...	10					20	10	10			5	5	10	10	10

ANNUAL EXAMINATION OF FIRST GRADE PUPILS FOR GRADUATION FROM THE GRAMMAR SCHOOLS AND FOR ADMISSION TO THE HIGH SCHOOLS.

SAN FRANCISCO, 1873.

ARITHMETIC—100 Credits.

10 Questions 10 Credits each.

1. Divide 5-7 by 2-3 and give an analytical explanation of each step in the method. [No credits allowed for the method by rule, "Invert the divisor, &c."]

2. Compound interest of \$100 for one year at two per cent. a month, compounded monthly?

3. Note given for \$150, January 10th, 1871. Rate of interest 10 per cent. a year. Paid on this note July 1st, 1872, \$100. What is due May 25th, 1873?

[Full credits if the answer obtained is within 10 cents of the exact answer. Five credits if within \$1.00.]

4. The decimal .75 is what per cent. of the decimal .25? 2 is what per cent. of 5?

5. How much land at \$25 an acre can a real estate agent buy for \$5,250, after deducting his commission of five per cent.?

6. A grain dealer buys 100 tons of wheat at \$30 a ton; he sells at 2 cents a pound; what per cent. does he gain?

7. Which is greater, the *interest* or the *true discount* of \$5,000 for 2 years 6 months, at 10 per cent. a year? What is the difference?

8. Bought a bill of goods for \$425.50, one-half per cent. off for cash? Cash paid?

9. Divide 4 by 1,000, multiply the quotient by .06, divide the product by 200 and multiply the quotient by $\frac{1}{2}$.

10. Multiply 15 by $\frac{2}{3}$, multiply the product by $\frac{4}{5}$, divide the second product by 12, add to the quotient $\frac{1}{5}$, divide the sum by 2, subtract from the quotient $\frac{1}{10}$, multiply the remainder by $\frac{1}{4}$ and change the product into a decimal fraction.

MENTAL ARITHMETIC—First Grade—20 Credits.

[NOTE.—Examiners will read the first question twice, allow one minute for solution, and then require each examinee to write the answer on a slip of paper. So proceed with each of the 20 questions.]

1. What is $\frac{3}{8}$ of 200?
2. 240 is $\frac{3}{4}$ of what number?
3. Add 2-5 and 3-8.
4. How many times is 2-3 contained in 4-5?
5. Product of $2\frac{1}{3}$ by $2\frac{1}{3}$.
6. Difference between 4 1-5 and 2 1-3.
7. Three-fourths of anything is what per cent. of it?

8. At three-quarters of a dollar apiece, how many knives can be bought for \$150?
9. $\frac{2}{3}$ is what per cent. of $\frac{1}{3}$?
10. How many cubic inches in 1-12 of a cubic foot of sand?
11. How many square feet on the floor of a room 20 feet long and 14 feet 6 inches wide?
12. How many square acres in 4 square miles of land?
13. How many ounces in 26 pounds of gold?
14. How many inches of surface on a cubic block of wood 10 inches long, 10 inches wide and 10 inches high?
15. If 2 yards of cloth cost \$5.00 what will $2\frac{1}{2}$ yards cost?
16. How many feet in 40 rods?
17. How many times is the decimal .2 contained in the decimal .5?
18. What is the product of 2.5 by 2.5?
19. At $12\frac{1}{2}$ cents each, how many pencils can be bought for \$40?

GRAMMAR—First Grade—100 Credits.

1. *Present Tense.*

1. *I write a letter every day.*
2. *I am writing a letter now.*
3. *My letter is written now.*

Change each of these three sentences into each of the six tenses of the Indicative Mood, changing the words, *now* and *every day* into other words to denote time that shall correspond to the verb.

2. Put each of the same three sentences into the Potential Mood, making use of the negative adverb *not*, and also asking a question with each sentence.

3. Principal parts of the following verbs: 1, go; 2, Sing; 3, Swim; 4, burst; 5, blow; 6, knew; 7, rise; 8, say; 9, sew; 10, speak.

4. State the principal rule in Syntax about the relation of the verb to its subject; give and explain a correct sentence to illus-

trate; and also, write an incorrect sentence, correct it and show how the rule applies.

5. What is the main rule of Syntax about the relation of pronouns to the words for which they stand? Give a correct and an incorrect sentence to illustrate the application, and explain both.

6. What, besides a noun, may be the *Subject* or the object of a sentence?

7. *Julius Caesar, Hannibal and Napoleon Bonaparte were great generals.*

Expand the contracted compound sentence into a full compound sentence.

8. *To him, who, in the love of Nature, holds communion with her visible forms, she speaks a various language.*

- a. What kind of a sentence?
- b. What is, "She speaks a various language"?
- c. What is, "Who holds communion"?
- d. Parse *to*.
- e. Parse *who*.

9. Correct the following sentences, if, in your opinion, they are incorrect:

1. Every one of you have been studying their lessons.
2. I, Richard Roe, who is of sound mind, doth make this last will and testament.
3. There ain't more than a dozen person there.
4. You hadn't ought to have went, for I knowed you'd fare exceeding bad.
5. Speak low and slow and loud and fast and harsh and mild and soft by turns.

10. Here is the composition of a big boy belonging to a Second Grade Grammar Class. He certainly has not yet learned either the trade or the profession of writing good English. Make it all over as well as you can, keeping the main ideas, if you can find any. Cut it up into sentences, punctuate it, put in capitals, spell it, and, finally, translate it into tolerable English.

WHICH IS MORE DESIRABLE TRADE OR PROFESSION.

The question is an important one and deserves careful attention as it may not be long before we may have to decide this question for our selves.

Now for my part give me a trade by all means, not that I like Shoemaking or Wood-Sawing better than Studing law or Medicine but think of he who has been studying law is well versed in Latin & Greek and may not be able to mend his boot or saw a stick of wood.

Think of the Schoolteacher who has to go to the Dress makers every time she tears her dress.

I dont like a trade for life nor a profession but a little sprinkeled here and there wouldn't do harm but might do some good.

NOTE.—Examiners will not credit according to anybody's pet system of analysis or parsing, but will exercise the broadest liberality; and will recognize any common-sense methods, without reference to the peculiarities of any particular text book.

PHYSICAL GEOGRAPHY—First Grade—50 Credits.

1. What countries are inhabited chiefly by the Caucasian race? By the Mongolian race?
2. Name 4 characteristic animals of the Arctic regions ; 8 of the Temperate zones ; 8 of the Torrid zones.
3. Name at least 10 of the characteristic trees and food-plants of the Torrid zone ; of the Temperate zones.
4. Name the four great Ocean-currents. What causes produce them.
5. What great rivers rise in the great plateau of Asia? Of North America.
6. In what respects do Africa, South America and Australia resemble one another?
7. Name 5 great plateaus, and state their approximate height.
8. What winds supply California with rain? Brazil?
9. Why have Nippon, Great Britain and the coast of Norway a comparatively mild winter climate?

10. Area, population, 4 principal exports, and 4 largest cities of California?

HISTORY—First Grade—50 Credits.

Credit on a scale of 100 and divide by 2.

1. When was gold discovered in California, and when was California made a State?

2. When was the battle of Gettysburg fought and when did Lee surrender the main Confederate Army?

3. In what year was the battle of New Orleans fought? Bull Run? Antietam?

4. Mention five of the main successive steps that led to the War of Secession.

5. What was the *Alabama*, and what is meant by the "*Alabama Claims*"?

6. Name 4 American Inventors and state what they invented.

7. Name 4 Great American Statesmen; 4 Orators; 4 Authors; 4 Military Commanders.

8. How did that part of the United States west of the Mississippi River become a part of our country?

9. What were the main results of the War of the Rebellion?

10. What military commanders have been made presidents of the United States?

WORD-ANALYSIS—First Grade—50 Credits.

Credit on scale of 100, and divide by 2. One credit off the 100 scale for each mis-spelt word.

1. Explain the difference in meaning between the following synonyms; *bury-inter*; *custom-habit*; *silent-taciturn*.

2. Derivation and meaning of the following words: *panacea*, *autocrat*, *panorama*.

3. Name and define 5 additional *Greek* roots, and illustrate by a word.

4. Write ten words derived from *pono*, and define the first five.

5. Write ten words derived from *facio*, and define the first five.

6. Write and give the meaning of 10 *Latin Prefixes*, and write a word to illustrate each.

7. Write ten words having the Latin prefix *de*, and define the first five.

8. Write and give the meaning of ten *Latin Suffixes*, writing a word to illustrate each.

9. Write and define ten more *Latin Suffixes*, giving a word to illustrate each.

[5 extra credits for any one who will write and give the meaning of fifteen additional suffixes. Head the list EXTRA.]

10. Write twenty words derived from *Gradior*.

COMPOSITION—First Grade—50 Credits.

1.

Put the following stanza into prose, changing the *words* only as far as may be necessary, but changing the *order* of the words from *poetical* order to the order of *plain prose*.

MAUD MULLER.

Maud Muller, on a summer's day,
 Raked the meadow sweet with hay.
 Beneath her torn hat glowed the wealth
 Of simple beauty and rustic health.
 Singing, she wrought, and her merry glee
 The mock-bird echoed from his tree.
 But, when she glanced to the far-off town,
 White from its hill-slope looking down,
 The sweet song died, and a vague unrest,
 And a nameless longing filled her breast;
 A wish, that she hardly dared to own,
 For something better than she had known.

[NOTE.—50 credits allowed for this exercise. One credit off for every mis-spelt word, and other credits off in proportion to the badness of the prose.]

II.

On another half sheet of paper, numbered 2, write a letter of at least ten lines, and be particularly careful to punctuate cor-

rectly in every respect. One credit off for every mis-spelt word, one for every omission or wrong use of a period or comma, two for every blunder in syntax, and one for each very *bungling* sentence, even if it does not violate a special rule of syntax. 100 credits allowed for this exercise. Address the letter to anybody you please, and write whatever suits you best.

III.

The following sentences are literary gems taken from the compositions written at the time of the Trial Examination, in March last, by pupils of the First and Second Grades. Put into good English and punctuate. Write on a Third and separate sheet of paper. 100 credits.

1. "I remember well one year ago in vacation, when I went to visit a friend in the country, who lived near a creek shaded by the most beautiful trees, and on the bank bordering the creek the trees were so thick, that one could not see a person on the opposite bank."

2. "The horse is very useful, to man, to haul carts and a great deal of other kinds of labor; They are different kinds of horses the Mexican Mustang, the Arabia steed, which is a noble looking horse, and the Arabian thinks a great deal of his horse, some of them have these horses sleep in the same tent with them."

3. "Chinese labor is very injurious where ever it finds its way, the reason is because they can live on less money than a white man could, they can live on about \$.05 a day while a white man could not live on less than \$.75 a day at the very least, therefore they are able to work for $\frac{1}{3}$ as much wages as white men work for."

4. "If you are in company, Ladies in particular, and if you did not know anything about Grammar, and try to entertain your company you would feel very awkward in deed."

5. "I like to study Arithmetic which is one of the most useful studies for if you should buy something and receive wrong change you could tell if it was wrong, if you should wish to count you could do so by having learnt Arithmetic."

French is the principal study I like to study, I learnt it about three terms and I can speak it very well I generally speak French to Madam that is my teacher.'

[NOTE.—Add the credits for the three parts and divide by 5.

SPELLING—First Grade—20 Credits.

20 Words, half Credit each.

- | | |
|-----------------|---------------------|
| 1. Necessary | 11. Chestnut-tree |
| 2. Indifferent | 12. Threshing-floor |
| 3. Extempore | 13. Recollection |
| 4. Ineffectual | 14. Omnipotence |
| 5. Occasionally | 15. Incoherent |
| 6. Insatiable | 16. Apparitions |
| 7. Cotillion | 17. Triumphantly |
| 8. Exquisite | 18. Persuasions |
| 9. Tyrannical | 19. Acknowledged |
| 10. Inquisitive | 20. Immaterial |

10 CREDITS.

Half credit off for each mis-spelt word, and each mis-placed or omitted capital letter.

Of all the subterraneous caverns now known, the grotto of Antiparos is the most remarkable, as well for its extent as for the beauty of its sparry incrustations. This celebrated cavern was first explored by one Magni, an Italian traveler, about one hundred years ago, at Antiparos, an inconsiderable island of the Archipelago. "Having been informed," says he, "by the natives of Paros, that, in the little island of Antiparos, which lies about two miles from the former, a gigantic statue was to be seen at the mouth of a cavern in that place, it was resolved that we (the French consul and himself) should pay it a visit."

MUSIC—100 Credits ÷ 5 = 20.

1. How is the pitch of tones represented?
2. In what do minor and major scales differ?
3. Give the relative minor scales of *C*, *G*, *D*, *A*, *F*, *B^b* and *E^b* major.

4. Write the minor scales of *C*, *G* and *B* upon the staff with proper signatures.
5. Why is *f* sharpened in *G* minor?
6. How many minor seconds in the major scale? How many in the minor scale?
7. What is a chromatic scale? Write a chromatic scale commencing with \bar{c} up to \bar{c} .
8. What is rhythm?
9. Name the different kinds of measures.
10. What kind of an interval is from \bar{g} to \bar{c} , from \bar{c} to \bar{g} , from \bar{d} to \bar{f} , from \bar{c} to *b*?

FRENCH—First Grade—50 Credits.

(Prepared by Prof. Levy, Boys' High School.)

1. Correct the following sentences: "Les joli fleurs; mes bon chapeau; j'ai pain; nous avons de la bonne bière; vos bijou sont très cher, mais très beau; il n'a pas sucre; je donne argent à les pauvres.
2. What proper names take the article, and what ones do not? Give examples of each.
3. Translate: "I am right, but you were wrong; they are hungry and thirsty; we need a book; you look happy; what was the matter with you?
4. Give the third person singular of the following verbs in the Present and Imperfect Indicative; Preterite; First Future; Compound Conditional; Present and Compound Subjunctive: Avoir, être, changer, grandir, perdre, dire, aller, craindre, écrire, mettre, apprendre, falloir, sortir.
5. Translate into French: This hat is better than that one; my mother and yours; what books are on the table? I like all that is fine; she is seventeen years old; the twentieth of June; a quarter to three; at twelve o'clock; my sister is better than my brother.

6. Give the first person singular and plural Indicative Present of the following verbs: Appeler, jeter, mener, placer, employer, hair, battre.

7. Give the rules in regard to the position of the Conjunctive Pronouns, and translate into French the following: I do not give you my pen; Charles has told us; I have given it to you; I will give it to him; give it to me; do not give it to me.

8. Translate into French: I must speak French; my brother was obliged to speak German; we should have been praised by our teacher; they have always flattered themselves.

9. Translate into English: Un vieux renard des plus fins ayant été pris au hasard dans un piège, trouva moyen d'en échapper, non sans un grand sacrifice, car ce ne fut qu'en y laissant sa queue qu'il put sauver sa tête. Le compère, vivement mortifié de cette mésaventure, fit néanmoins contre fortune bon coeur, et ne désespère point de s'en tirer à son avantage, autant que possible, par un tour de sa façon.

10. Parse the irregular verbs contained in the preceding paragraph, and give the primitive tenses of each.

9. Translate into English: Quant à Bonaparte repoussé encore une fois par le destin vers Paris, ce grand centre des événements, il y reprit cette vie obscure et cachée qui lui pesait tant: ce fut alors que, ne pouvant supporter son inaction, il adressa une note au gouvernement, dans laquelle il exposait qu'il était de l'intérêt de la France, de faire tout ce qui dépendait d'elle pour accroître les moyens militaires de la Turquie.

10. Parse the irregular verbs contained in the preceding paragraph, and give the primitive tenses of each.

GERMAN—First Grade—50 Credits.

(Prepared by Prof. Levy, Boys' High School.)

1. Decline: Der gute Mensch; das kleine Kind; der grosse Bruder; das Gesetz; die weise Hand; Karl; Sophie; Deutschland.

2. Translate into German; The good father; the good mother; the good child; the good children. A good father; a good mo-

ther; a good child; good children. Good father; good mother; good child.

3. Express by German words; 4567; the 23d; the first; the last; twice; half-past twelve.

4. Decline: Er; wir; dieser; meine; der unsrige; wer?

5. Give the principal parts of the verbs; Achten; schreiben; abschreiben; lesen; thun; sein; werden; haben; wissen; denken.

6. Translate into German: I eat an apple; he gave me a book; they love one another; it would rain; did your brother go out?

7. Give the first person singular of the verb *zuschliessen* (to lock) in the Present, Imperfect and Perfect Indicative mood, first Conditional and Imperfect Subjunctive.

8. Translate into German: With my father; from my mother; without our friends; he is in our house; he comes into our house; during the summer; this book is for my (male) cousin; the dog is lying under the table.

9. Translate into English: Durch Hülfe spartanischer Miethsoldaten gelang es zwar den Karthagern, den römischen Feldherrn Regulus zu besiegen und gefangen zu nehmen; allein sie wurden durch diesen Sieg so geschwächt, dass sie um Friede bitten, ihre Ansprüche auf Sicilien aufgeben and drei Millionen Thaler Kriegskosten zahlen mussten. Der Friedensschluss kam im Jahre 241 v. Chr. zu Stande.

10. In what cases are: Miethsoldaten, Karthagern, römischen Feldherrn, Sieg? And in what tenses and moods are: gelang; gefangen, wurden geschwächt, mussten?

EXAMINATION 'IN DRAWING—First and Second Grades.

1. The First and Second Grade Classes, under the instruction of Mr. Burgess, will draw specimens as follows:

First—Some object in the school room, as a clock, a chair, a teacher's table, a school desk.

Second—Some exercise in perspective from memory, as Exterior view of a house; Interior view of a room, with furniture.

2. The Second Grade classes, under the instruction of Mr. Garin, will draw the exercises given on the large-sized charts.

3. Each specimen must have on the face of it, in one corner, the name, age and grade of the pupil, and the name of the regular teacher of the class.

4. All specimens to be sent to the Superintendent's Office, on Thursday, May 22d, 1873.

PHONOGRAPHY—First Division—100 Words, 20 Credits.

(Prepared by Mr. B. C. Brown.)

The names "ar," "ray," which appear after certain words, indicate the upward or downward consonant stroke.

Pupils will write correctly in phonography the words in the following table.

If there be more than one way to correctly represent any one word, one or all of the proper forms may be written; but any word written improperly will be counted a failure, whether a proper form be also appended or not.

Papers will be marked for neatness as well as accuracy.

Observe the proper size for the phonographic characters, viz: the length of the consonant stroke not to exceed one-half the width between lines.

- | | |
|-----------------|-----------------------------|
| 1. and if a | 51. an irregularity |
| 2. starry (ray) | 52. a |
| 3. excessive | 53. diseases |
| 4. highly | 54. the first |
| 5. apology | 55. hisses |
| 6. at the | 56. south |
| 7. star (ar) | 57. and notwithstanding the |
| 8. we will | 58. swear |
| 9. whose | 59. know the |
| 10. successive | 60. assessed |
| 11. by a | 61. unwearied |
| 12. season | 62. and with the |
| 13. what the | 63. slew |
| 14. but the | 64. I |

- | | |
|----------------------|--------------------------|
| 15. annoys | 65. dizzy |
| 16. doing a | 66. and you |
| 17. possesses | 67. may the |
| 18. becoming a | 68. steam |
| 19. the | 69. insist |
| 20. boasters | 70. I think |
| 21. a few | 71. admirer |
| 22. roasters (ray) | 72. though the |
| 23. oily | 73. system |
| 24. and how | 74. and we may |
| 25. yellow | 75. of the |
| 26. giving the | 76. Cyrus (ar) |
| 27. phases | 77. owning the |
| 28. and wherever the | 78. compiling the |
| 29. we | 79. acknowledging the |
| 30. adduced | 80. and the |
| 31. now | 81. sausage |
| 32. lazy | 82. shall the |
| 33. and would | 83. abscesses |
| 34. as the | 84. and nevertheless the |
| 35. exhaust | 85. chooses |
| 36. Sarah (ray) | 86. and |
| 37. I will | 87. will the |
| 38. America | 88. castors |
| 39. hers | 89. houses |
| 40. stung | 90. representing the |
| 41. aware | 91. woolly |
| 42. owing | 92. new |
| 43. entices | 93. mossy |
| 44. a hope | 94. unite |
| 45. Cæsar | 95. were |
| 46. when the | 96. studious |
| 47. and should | 97. he |
| 48. Sepoy | 98. Mississippi |
| 49. influencing the | 99. while the |
| 50. abysses | 100. anterior |

EXAMINATION QUESTIONS FOR SECOND
GRADE CLASSES.

MENTAL ARITHMETIC—Second Grade—20 Credits.

1. What is $\frac{5}{8}$ of 96?
2. 12 is $\frac{2}{3}$ of what number?
3. Add $\frac{1}{2}$ and $\frac{2}{3}$.
4. How many times is $\frac{2}{3}$ contained in 12?
5. How many times is $\frac{4}{5}$ contained in $\frac{3}{8}$?
6. Multiply $1\frac{1}{2}$ by $1\frac{1}{2}$.
7. Cost of 4 oranges, at the rate of 2 for 15 cents?
8. At $12\frac{1}{2}$ cents a pound, how many pounds of sugar can you buy for \$5.00?
9. Cost of 20 lbs. of mutton chops at $6\frac{1}{4}$ cents a lb.?
10. Cost of 200 lbs. of potatoes at $1\frac{1}{4}$ cents a lb.?
11. Product of the decimal .02 multiplied by the decimal .02?
12. How many times is the decimal .02 contained in 5 units?
13. Quotient of the decimal .5 divided by .4?
14. How many 5 cent pieces in \$1,000?
15. How many square inches in $\frac{2}{3}$ of a square foot?
16. How many cubic inches in $\frac{1}{12}$ of a cubic foot?
17. How many rods in $\frac{3}{4}$ of a mile?
18. How many ounces in $\frac{15}{16}$ of a pound of sugar?
19. How many days and hours in exactly $\frac{1}{2}$ a year?
20. How many cents in 20 ten dollar gold pieces.

ARITHMETIC—Second Grade—100 Credits.

[NOTE FOR TEACHERS.—The examiner will not write any question on the blackboard. The first question must be *dictated* to the pupils, who will write it on their paper. After allowing a reasonable time, say from 5 to 15 minutes, according to the length of the example, the second question will be dictated, and so on. In examining papers no credits whatever will be allowed for approximate answers, except as directed on the printed paper. Time, 3 hours.]

1. In 5 years 7 months 3 weeks 2 days 21 hours 59 minutes 49 seconds, how many seconds?

2. Cost of 20 tons of iron at 6 cents a pound.
3. Multiply 5 cubic feet 1600 cubic inches by 50, without reducing feet to inches.
4. How many cubic yards in a block of granite 15 feet long, 4 feet wide and 3 feet thick?
5. Sum, difference and product of 7-8 and 2-3, and the quotient of 2-3 divided by 7-8.

(Two credits for each separate operation that is right; ten credits for the whole.)

6. Sum, difference and product of 2.05 and .205, and the quotient of 2.05 divided by .205.

[NOTE.—Two credits for each separate operation that is correct; ten for the whole.]

7. Sum of 2-3, 7-8, 4-5, 9-10, 11-12, 19-20.
8. Cost of 200 tons of wheat, at $1\frac{1}{2}$ cents a pound.
9. Multiply 144 by 7-12 and then divide the product by 3-4. Write out an analytical solution of both operations.

[In the 9th-example, no credits whatever for mere operation by rule.]

10. From 1 take the decimal *two-tenths*; multiply the remainder by the decimal *two-hundredths*; divide the product by *twenty thousandths*; multiply the quotient by *twenty-five tenths*; and divide the product by *two-hundredths*.

GRAMMAR—Second Grade—100 Credits.

[NOTE FOR EXAMINERS AND FOR PUPILS.—In parsing, make use of brief forms. Examiners will credit in accordance with the methods of analysis of sentences made use of by the class teachers, without reference to any particular text-book, provided, of course, that the method is not radically wrong.]

1. Write in four columns the *Present Tense*, *Present Participle*, *Past Tense* and *Perfect Participle* of the following irregular verbs: [Half credit off for each mis-spelt word.]

1, Go; 2, be; 3, give; 4, lie (to recline); 5, swim; 6, sleep; 7, say; 8, blow; 9, draw; 10, sew.

2. Synopsis of the verb *sing* with the noun *song*, in the Passive Voice, Indicative Mood and Potential Mood.

3. State the general way of forming the plural of nouns; and of forming the Possessive Case of nouns in both numbers.

4. *It is her; Who are you speaking to?*

Are these two sentences correct or incorrect? If correct, tell why; if incorrect, tell why.

5. *I and he am learning mine sister to write good.*

Put this sentence into good English, and, in as few words as possible, give your reasons. [Half credits on good English; half on reasons.]

6. *The Modocs fought bravely and then they retreated to their stronghold in the lava beds.*

Put this sentence, first into a complex sentence, and next into a simple sentence.

7. *The Judge looked back as he climbed the hill,
And saw Maud Muller standing still.*

(1.) What kind of a sentence and why. [2 credits.]

(2.) What is "as he climbed the hill?" [2 credits.]

(3.) Parse *standing*. [2 credits.]

(4.) Make the sentence over into a simple sentence. [4 credits]

8. Correct the following examples, or such of them as, in your opinion, need correcting:

1. I am two inches taller than her.

2. Neither Frank nor Hattie are going to the picknick.

3. My scissors needs mending.

4. There was about a dozen persons there.

5. The news from the lava beds are very sad.

9. Correct such of the following as need to be corrected:

1. Patience and perseverance overcomes all things.

2. Was there many children at Woodward's Garden's?

3. His father sat him up in business.

4. When are you going to lay down?

5. It is me who is trying to get in.

10. The following sentences have been taken exactly as written, from some compositions written by First and Second Grade

scholars in the San Francisco schools; try to translate them into better English. [2 credits for each sentence put into pretty good English.]

1. Some people treat their horses very brutal.
2. The domestic animals are the oxen and Cow and Horse.
The horse serves one like a servant one saddles one rides on him.
3. The fire-engines are drawn by horses they are not very gentle.
4. The Chinese do great damages toward the Whites.
They do the work cheaper than the Whites, so mostly everyone have them in their business.
5. There are a great many things that are useful, some people have things that are useful, and they think that it is not useful. But after a while they repent it when they havint any thing more thats useful, they say Oh how I wish I had that I threw away.

GEOGRAPHY—Second Grade—Fifty Credits.

NOTE FOR TEACHERS.—The examiner will write the first question on the blackboard; allow a reasonable time for answering, say from five to ten minutes; then erase the question and write the second, so continuing until the work is done.

One credit off for every two mis-spelled words.

Credit on a scale of 100, or 10 credits for each question, and divide the total by 2, counting any remaining one-half as a whole.

1. Name six large seaport cities in the United States; in Europe.
2. Name ten important cities situated on the Mississippi and its tributaries; ten cities in other parts of the globe, on or near important rivers.
3. Area and population of the United States.
4. Name the five chief mountain ranges of the globe; the ten chief cities; the five largest rivers; the five most populous and most important islands.

5. Name the four chief cities of England; of France; of Germany; of Italy.

6. The highest mountain peak in California; four chief rivers; three chief cities; two bays; two great valleys.

7. Principal city and river of Nevada; Oregon; Arizona; Washington Territory; Alaska.

8. Where is Puget Sound? The Yosemite Valley; Ogden; Cheyenne.

9. Where is Melbourne? Manilla; Shanghae; Bombay; Puebla.

10. Name five capes noted in navigation; five seas; five rivers; five bays, sounds or gulfs.

WORD ANALYSIS—Second Grade—Fifty Credits.

[NOTE.—Examiners will dictate the first question; will require pupils to copy it on their paper; will allow from five to ten minutes for writing the answer, and so proceed with the rest. Credit on a scale of 100,—10 credits for each question—and divide by 2. One credit (100 scale) off for every two mis-spelt words.]

1. Write 5 English prefixes, and then write in columns, 5 words under the head of each prefix, each word illustrating the prefix.

2. Rule for dropping *e* in *blamable*.

Rule for dropping *e* in *truly*.

Rule for changing *y* in *married*.

Rule for not changing *y* in *marrying*.

Rule doubling *t* in *hottest*.

3. Define the suffix *able* or *ible*, and then write, without defining, 10 words illustrating *able*, and 10 illustrating *ible*.

4. Write horizontally across the page 5 words, each having a different suffix, denoting *little* or *diminutive*. Add four more words with the same suffix to each column.

5. Write, define and illustrate by a word, 10 suffixes.

6. Write, define and illustrate by a word, 10 more suffixes. (5 extra credits for any one who can name the remaining seven suffixes.)

7. Form five derivative words from *judge*, and define each.
8. Explain the words *went* and *moon*.
9. Explain the words *wife* and *Tuesday*.
10. Explain the words *spell* and *heathen*.

COMPOSITION—Second Grade—50 Credits.

I.

Put the following stanza into prose, changing the *words* only as far as may be necessary, but changing the *order* of the words from *poetical* order to the order of *plain prose*. -

MAUD MULLER.

Maud Muller, on a summer's day,
Raked the meadow sweet with hay.
Beneath her torn hat glowed the wealth
Of simple beauty and rustic health.
Singing, she wrought, and her merry glee
The mock-bird echoed from his tree.
But when she glanced to the far-off town,
White from its hill-slope looking down,
The sweet song died, and a vague unrest,
And a nameless longing filled her breast;
A wish that she hardly dared to own,
For something better than she had known.

[NOTE.—Fifty credits allowed for this exercise. One credit off for every mis-spelt word, and other credits off in proportion to the badness of the prose.]

II.

On another half sheet of paper, numbered 2, write a letter of at least ten lines, and be particularly careful to punctuate correctly in every respect. One credit off for every mis-spelt word, one for every omission or wrong use of a period or comma, two for every blunder in syntax, and *one* for each very *bungling* sentence, even if it does not violate a special rule of syntax. 100 credits allowed for this exercise. Address the letter to anybody you please, and write whatever suits you best.

III.

The following sentences are literary gems taken from the compositions written at the time of the Trial Examination, in March

last, by pupils of the First and Second Grades. Put into good English and punctuate. Write on a Third and separate sheet of paper. 100 credits.

1. "Dogs are also of great use to man, so are cats, to kill rats which are no use, but a great harm. Chickens and Turkeys are of use, we may eat the fowl or their eggs which are very good."

2. "The Cow is a very useful animal to man, if the cow did not exist we would have no nice butter or milk or cheese, but the people in the City do not have the nice milk as those who live in the country."

3. "Cats afford children a great deal of pleasure especially it did me. I used to have a cat that used to catch a rat and put it in my lap or lay it at my side. Whenever I went away from our house the cat would follow me and put the rat by me and look up in my face and mew. (To be concluded.)"

4. "There tusks of ivory, and are used for to make knife handles and fans, and ornaments to wear around the neck and different other things."

5. "Chinamen, as a rule are of rather corrupted character, I may be harsh on them, probably from my dislike for them; but it is seen by everybody, most, in the papers daily of some theft made by a chinaman, in a private family, they are hired by private families as cooks."

[NOTE.—Add the credits for the three parts and divide by 5.]

SPELLING—Second Grade—20 Credits.

(FROM THE READER.)

Twenty Words. Half Credit each.

Control	Retrieve	Suffrage
Emerald	Reverse	Streamlet
Diamond	Engineer	Coral
Steam-gauge	Reptiles	Annoyance
Pauper	Dogged	Forfeit
Regiment	Physical	Compensation
Derision	Exquisite	

PARAGRAPH—10 Credits.

Half Credit off for each mis-spelt word.

About ten o'clock in the morning, we came to where this line of rugged hills swept down into a valley, through which flowed the north fork of Red river. A beautiful meadow, about half a mile wide, enameled with yellow, autumnal flowers, stretched for two or three miles along the foot of the hills, bordered on the opposite side by the river, whose banks were fringed with cotton-wood trees, the bright foliage of which refreshed and delighted the eye, after being wearied by the contemplation of monotonous wastes of brown forest.

MENTAL ARITHMETIC—Third Grade—20 Credits.

[NOTE FOR EXAMINERS.—Read each question three times; allow one minute for mental solution, and then require the answer to be written on a slip of paper opposite the number of the question.]

1. What is 4-5 of 80?
2. 20 is $\frac{2}{3}$ of what number?
3. What is $\frac{1}{2}$ of $\frac{3}{4}$?
4. Add $\frac{2}{3}$ and $\frac{3}{4}$.
5. Difference between $\frac{1}{3}$ and $\frac{1}{4}$?
6. How many times is $\frac{1}{2}$ contained in $\frac{1}{3}$?
7. How many times is $\frac{3}{4}$ contained in 100?
8. Add $4\frac{1}{2}$, $3\frac{1}{2}$ and $2\frac{1}{2}$.
9. What is the product of the decimal .2 by the decimal .3?
10. What is the quotient of the decimal .5 divided by the decimal .02.
11. From one unit subtract the decimal .02.
12. At 25 cents a yard, what is the cost of 40 yards of calico?
13. At $37\frac{1}{2}$ cents a yard, cost of 20 yards of calico?
14. How many feet in 5 rods?
15. How many square inches in 3 square feet?
16. How many square inches of surface on a slate 12 inches long, by 8 inches wide?
17. How many cubic inches in a block of marble one foot long, one foot wide, one foot thick?

18. In $2\frac{3}{4}$ lbs. of iron, how many ounces?
19. How many hours in the month of June?
20. How many pens in a gross?

ARITHMETIC—Third Grade—100 Credits.

[NOTE FOR TEACHERS.—The examiner will not write any question on the blackboard. The first question must be *dictated* to the pupils, who will write it on their paper. After allowing a reasonable time, say from 5 to 15 minutes, according to the length of the example, the second question will be dictated, and so on. In examining papers, no credits whatever will be allowed for approximate answers, except as directed on the printed paper. Time, 3 hours.]

1. Analytical solution of 4 divided by $\frac{2}{3}$.
2. Analytical solution of .4 divided by .02.
3. Cost $125\frac{3}{4}$ lbs. of mutton, at $5\frac{7}{8}$ cents a pound?
4. At $1\frac{3}{4}$ cents a pound, how many tons of barley can be bought for \$40,000?
5. How many 3-cent pieces will it take to make \$5,000?
6. Sum of $4\ 3-4 + 5\ 1-2 + 2\ 11-12 + 1\ 2-3 + 5\ 1-5$.
7. How many square feet in a lot of land 10 rods long and 5 rods wide?
8. How many ounces in 200 tons of iron?
9. Sum, difference and product of 7-12 and 15-16, and the quotient of 7-12 divided by 15-16? (In the 9th example, two credits for each separate answer; ten for the whole.)
10. Multiply 2.5 by 2.5; divide the product by 25; multiply the quotient by .25, and divide the product by .05.

GRAMMAR—Third Grade—50 Credits.

Time, from 9 A. M. to 12 M.

[NOTE.—Credit on a scale of 100 and divide by 2.]

1. Take the sentence: He writes a letter—and put it into each tense in the Indicative Mood; next, take the same sentence and put it into the Passive Voice in each tense.
2. Take the same sentence and put it into the Progressive

Form coming in the Active Tense: will and the sentence in the Active Tense and the Imperative form.

3. What is the difference between a noun and a verb? Between an active and an adjective?

4. 1. Write 5 nouns and form their plurals by adding s. 2. 3 verbs and make their form in the third person singular by adding *es* to the first form of the verb. 3. 5 nouns and form their Possessive Case by the apostrophe and *s*. 4. the Possessive Case of 3 pronouns.

5. 1. Put the following compound sentence into a sentence having but one verb: Webster was a great orator, and Clay was a great orator. 2. Change the following into a sentence having two verbs: Either Frank or Henry will go to the party to-morrow evening.

6. There is no excellence without great labor. Analyze this sentence; parse *there* and *excellence*.

7. Write in four columns the Present Tense, Present Participle, Past Tense, Perfect Participle of the following verbs: (1) think, (2) go, (3) weep, (4) do, (5) see.

8. Change each of the following vulgarisms into good English:

1. I hain't got none of yourn.
2. I seen him when he done it.
3. You hadn't ought to have went there.
4. Step soft and light, and speak slow and distinct.
5. She looks neat, dresses good and sings sweet.

9. Correct the following expressions:

1. I hain't got nothing to wear, and I don't care nothing about going nohow.
2. Was there many scholars promoted from the Second Grade?
3. The news of the battles were sent by telegraph.
4. I and he is going to New York.
5. Each of the children are to have a share of the property.

10. The following specimens of very bad English are printed just as they were written by pupils of the First and Second Grades who do not seem to understand how to use their mother

tongue. Put the sentences into the best English that you know how to write. Two credits for each sentence well made over, and five extra credits if every sentence is put into very good English, and well punctuated, too.

1. In California there are, and has been for some time, many Chinese. [First Grade Pupil.]
2. The greatest number of Chinese in the United States are on the Pacific Coast. [First Grade Pupil.]
3. Many people have accused him with cowardice. [Second Grade.]
4. In S. F. there is about nine thousand Chinamen, who only pay about one-half as much taxes on property; as one man in this city. I think it shall ruin the U. S. [Second Grade.]
5. The horse is of the most use of all animals, especially to the farmers, besides it gives us much pleasure, when they are harnessed up in a team, they are very intelligent, and can be taught a great many things, some can tell their masters voice and can understand certain things. [Second Grade.]

GEOGRAPHY—Third Grade—50 Credits.

1. Name four cities in California situated in the mountains; four in the valleys; two on the sea-coast.
2. Name two cities situated on each of the following rivers or their branches: (1) Hudson; (2) Delaware; (3) Ohio; (4) Missouri; (5) Sacramento.
3. Name two rivers flowing into each of the following bodies of water: Mediterranean Sea; Indian Ocean; Arctic Ocean; Gulf of Mexico.
4. Name two products we get from each of the following countries: Italy; England; France; Cuba; China.
5. Where is Virginia City? Humboldt River? Portland? Salem? Columbia River?
6. What do we import from Africa? South America? The East India Islands? Japan? Central America?

7. Name ten rivers in the United States that flow into the Atlantic; Five branches of the Mississippi; Four rivers flowing into the Pacific; Two flowing into salt lakes.

8. Where are the following: (1) Popocatapetl? (2) Mt. Blanc? (3) Sydney? (4) Yokohama? (5) Cairo?

9. Name five important things that California exports; five important imports.

10. Diameter of the earth; circumference of the earth; latitude of the equator; longitude of London.

SPELLING—Third Grade—50 Credits.

[NOTE.—To be dictated by the Examiner. 80 Words. Half Credit each.]

Editor.	Although.	Cactus.	Beefsteak
Wheelwright.	Nowhere.	Dahlia.	Raisins
Italian.	Air-tight.	Geranium.	Tomatoes
Youngster.	Well-meant.	Hyacinth.	Sugar
Whistler.	Begrudge.	<i>Pueblo</i>	Dairies
Smoker.	Befriend.	<i>Ranche</i>	Cherries
Admittance.	Forehead.	<i>Corral</i>	Chimneys
Occurrence.	Misspend.	<i>Mustang</i>	Refrigerator
Remitted.	Misprint.	<i>Cayote</i>	Cauliflowers
Acquitted.	Misstep.	<i>Adobe</i>	Asparagus
Expelled.	Ugliest.	<i>Gopher</i>	Rhubarb
Permitted.	Wholesome.	Vanilla.	Lettuce
Lasso.	Handsome.	Milliner.	Celery
Halter.	Foundry.	Lilac.	Dolling
Verbatim.	Hatchet.	Humboldt.	Loving
Maximum.	<i>Resumé</i>	Believe.	Redder
Subtraction.	Agate.	Perceive.	Marries
Multiplication.	Christian.	Mackerel.	Souchong
Fortnight.	Conscience.	Sardine.	Clumsiness
Altogether.	Readiness.	Salmon.	Latitude

10 Credits.

Dictate the following paragraph taken from the Reader. [Half Credit off for each word mis-spelled.]

In a fine forest of trees of various kinds, there were several which were holding a conversation upon their particular beauty,

use, size, strength and other qualifications. Some boasted of one thing, some of another. One of the tallest and finest trees said proudly, "Which of you, my friends, is so tall and straight as *I* am? I am the *stateliest* tree in the forest."

COMPOSITION—Third Grade—25 Credits.

I.

Put the following stanza into prose, changing the *words* only as far as may be necessary, but changing the *order* of the words from *poetical* order to the order of *plain prose*.

MAUD MULLER.

Maud Muller, on a summer's day,
Raked the meadow sweet with hay.
Beneath her torn hat glowed the wealth
Of simple beauty and rustic health.
Singing, she wrought, and her merry glee
The mock-bird echoed from his tree.
But, when she glanced to the far-off town,
White from its hill-slope looking down,
The sweet song died, and a vague unrest,
And a nameless longing filled her breast;
A wish, that she hardly dared to own,
For something better than she had known.

[NOTE.—50 credits allowed for this exercise. One credit off for every mis-spelt word, and other credits off in proportion to the badness of the prose.]

II.

On another half sheet of paper, numbered 2, write a letter of least ten lines, and be particularly careful to punctuate correctly in every respect. One credit off for every mis-spelt word, one for every omission or wrong use of a period or comma, two for every blunder in syntax, and *one* for each very *bungling* sentence, even if it does not violate a special rule of syntax. 100 credits allowed for this exercise. Address the letter to anybody you please, and write whatever suits you best.

III.

The following sentences are literary gems taken from the compositions written at the time of the Trial Examination, in March

last, by pupils of the First and Second Grades. Put into good English and punctuate. Write on a Third and separate sheet of paper. 100 Credits.

1. "They do not grumble about the chinese working and earning a living, but about them working for the low wages that they do; so low are the wages, that the white people; cannot work for the wages that the chinese do."—(*By a First Grade Scholar.*)

2. "When the horses were sick they used to have oxen harnessed to the sleighs, and carrs, I think it must have looked very funny to see the oxen driving people around in the buggies, carrs, etc."

3. "Chinese Labor, being so much cheaper than other labor, is more employed than white men's labor, firstly on account of their (referring to chinamen) durability; secondly on account of their strenght, and thirdly by wanting little pay."—(*By a Second Grade Scholar.*)

4. "The pig is the animal, from which we get pork, and also on the back of the pig is obtained bristle which is made into brushes."

5. "Geography is a use ful study, because, if you were asked where a certain place was, you could tell him (or her) where the place was, and the leading characteristics about the place."

[NOTE.—Add the credits of the three parts and divide by 10.

MENTAL ARITHMETIC—Fourth Grade—20 Credits.

[NOTE FOR EXAMINERS.—Read each question three times; allow one minute for mental solution, and then require the answer to be written on a slip of paper opposite the number of the question.]

1. Add 1-4 and 1-5.
2. Find the difference between 2-3 and 3-4.
3. What is 4-5 of 75?
4. 20 is 2-3 of what number?
5. Cost of 10 lbs. of beef at $12\frac{1}{2}$ cents a lb.?
6. What is the product of the decimal .5 by the decimal .05?
7. What is the difference between the decimal .6 and the decimal .06?

8. How many knives at 50 cents apiece can you buy for \$75?
9. At 75 cents a lb., what is the cost of 40 lbs. of Tea?
10. Cost of 10 gallons of vinegar, at $37\frac{1}{2}$ cents a gallon?
11. How many feet in 3 rods?
12. How many hours in 7 days?
13. How many eggs in 50 dozen?
14. How many inches in $\frac{3}{4}$ of a foot?
15. At \$2.50 a day, how much money can a boy earn in a fortnight?
16. How many sheets of paper in 10 quires?
17. How many cents in 75 five cent pieces?
18. What is $\frac{1}{4}$ of $\frac{1}{2}$ of an apple?
19. How many cents in 1 dollar and 6 bits?
20. $4 \times 5 \times 0 = ?$

ARITHMETIC—Fourth Grade.

[NOTE FOR TEACHERS.—The examiner will not write any question on the blackboard. The first question must be *dictated* to the pupils, who will write it on their paper. After allowing a reasonable time, say from 5 to 15 minutes, according to the length of the example, the second question will be dictated, and so on. In examining papers, no credits whatever will be allowed for approximate answers, except as directed on the printed paper. Time, 3 hours.]

1. From \$1000 subtract 12 $\frac{3}{4}$ cents.
2. How many pounds of butter, at 37 $\frac{1}{2}$ cents a pound, can be bought for \$9556.25?
3. Cost of 25 tons of cheese, at 25 cents a pound?
4. Peter Smith bought of Krug & Co. the following articles, May 16th, 1873: 7 lbs. of tea, at 87 $\frac{1}{2}$ cents a lb.; 25 lbs. of coffee, at 18 cents a lb.; 5 lbs. of raisins, at 12 $\frac{1}{2}$ cents a lb.; 100 lbs. of potatoes, at 2 $\frac{3}{4}$ cents a lb. Make out the bill. (Write this question on the board. Allow partial credits, if the answer obtained is within 35 cents of the *exact* answer.)
5. Sum, difference and product of $\frac{3}{4}$ and $\frac{2}{3}$. (Three credits for each distinct part; ten, if all are correct.)

6. Sum, product and difference of the decimal *one-tenth* and the decimal *two-hundreds*? (Same as above.)
7. Multiply 100 by 4-5, and write out the analysis.
8. Divide 537 by 2, and write out the analysis.
9. How many oranges, at a half dime a piece, can you buy for \$10,000?
10. Sum of 3-4, 2-3, 5-8, 7-12.

GRAMMAR—Fourth Grade—25 Credits.

[NOTE.—Credit on a scale of 100, and divide the sum of the credits by 4, counting any fractional two-fourths as one credit.]

1. Correct the Personal Pronouns in the following sentences:
 - (1) Him and her did it.
 - (2) It was him who told me.
 - (3) These books are our's; those are your's.
 - (4) This book has lost it's cover.
 - (5) Me and you and her are going together.
2. Write 5 nouns that form their plural by adding *es* to the singular; 5 nouns that form their Possessive case by adding Apostrophe and *s* ('s); and five that form it by adding *s* only.
3. Compare—(1) hot, (2) heavy, (3) good, (4) bad, (5) little.
4. Take the sentence, *I am a scholar*, and put it into all the forms of the Indicative Mood, Present Tense. [Do not use the ancient pronoun *Thou*.]
5. Take the sentence, *He is writing a letter to-day*, and put it into each tense of the Indicative Mood, changing the word *to-day* as it may be necessary to correspond with each tense.
6. Correct the following *vulgarisms*:
 - (1) I seen him do it.
 - (2) He done it right.
 - (3) Has she went to school yet?
 - (4) Haint you got to get your lesson?
 - (5) Don't he know no better?
7. Correct the following:
 - (1) You hadn't ought to do it; 'tain't right.
 - (2) Who's there? It's me.

- (3) He ought to have knowed better,
- (4) How tall you've growed!
- (5) What are you a doing of?

8. Put the following stanza into prose:

A chieftain to the Highlands bound,
Cries, "Boatman, do not tarry!
And I'll give thee a silver pound
To row us o'er the ferry."

9. [NOTE FOR FOURTH-GRADE PUPILS.—The following examples of bad English are taken from some of the Compositions written by pupils of the First and Second Grades at the Trial Examination last March. Though you have not yet studied a text-book on Grammar, as they have, perhaps you can correct some of their badly written sentences. 6 Credits for each sentence put into pretty good English.]

- (1) Beginning with the horse which is a very pretty as well as useful animal, is very intelligent.
 - (2) We get nearly all or milk from the cow and the milk is spun into butter and also into cheese. They can live upon water and upon oats and are 'all nearly of redish color.
 - (3) Of all the animals useful to mankind the horse is far the most valuable and useful of all kinds of animals to man, he is the most widely distributed over the earth,
10. (1) Some can cook as good as white women, and get a salary from twenty to twenty-five dollars.
- (2) I am at a loss to say which a dog, cow or sheep is the most useful to man, but I think the dog for my part, beside being useful he is also a great sourse of pleasure to man, he is faithful and you would really think that some of them did have sense. If I began to relate some of those little anecdote I would soon fill up this sheet so I must let it rest for a while but I will continue this subject some other time, for I find I have so much to say.

GEOGRAPHY—Fourth Grade—50 Credits.

NOTE FOR TEACHERS.—The examiner will write the first question on the blackboard; allow a reasonable time for answering, say from five to ten minutes; then erase the question and write the second, so continuing until the work is done.

One credit off for every four mis-spelled words.

Credit on a scale of 100, or 10 credits for each question, and divide the total by 2, counting any remaining one-half as a whole.

1. In what States are the following cities, and for what is each city noted: (1) New York? (2) Boston? (3) Chicago? (4) Pittsburg? (5) St. Louis?

2. For what are the following States noted: (1) Mississippi? (2) New York? (3) Rhode Island? (4) Nevada? (5) Illinois?

3. Name the 5 principal cities situated on the Mississippi River or its tributaries.

4. Name 4 large cities in the Eastern States; 4 in the Middle States; 4 in the Southern; 4 in the Western; 4 in the Pacific States.

5. Name 4 capes and 4 bays on the Atlantic coast of the United States.

6. Where is San Francisco? Its population? Manufactures? Commerce? Exports? Imports?

7. Name the principal States and Territories bordering on the Rocky Mountains; on the Alleghanies.

8. Name 3 lakes in California; 3 rivers; 2 mountain cities; 4 valley cities.

9. What town in the United States was first founded? Where was the first English settlement?

10. Where is Cape Horn? Cape of Good Hope? Cape Hatteras? San Diego Bay? Massachusetts Bay?

GEOGRAPHY—Fifth Grade.

1. Name 2 lakes in North America; 2 rivers; 2 bays or gulfs; 2 mountain ranges; 2 capes.

2. For what is Hayti noted?

3. What are the principal productions of the United States?
4. Name 3 rivers in South America; 2 mountain ranges; 4 cities; 3 capes.
5. What 4 valuable products do we get from South America?
6. Name 5 seas in and near Europe; 5 rivers; 5 cities; 5 islands; 5 straits or channels.
7. What do we get from England? From France? From Spain?
8. Name 5 seas east of Asia; 4 great cities in Asia; 4 great rivers; 4 great islands south of Asia.
9. Name 6 animals of Africa; 2 rivers; 2 cities; 2 countries.
10. Name 4 cities in California; 2 rivers; 2 mountain ranges; 2 bays.

SPELLING—Fourth Grade—80 Words. Half Credit each.

Necktie	Cigar	Cottage	Bananas
Apron	Engine	Trotting	Piercing
Stomach	Cincinnati	Neighbor	Camphene
February	Chicago	Kitchen	Telegraph
Autumn	Poultice	Toothache	Drowned
Hollyhock	Thieves	Typhus	Chargeable
Wallet	Thorough	Geyser	Midday
Bedstead	Stories	Syntax	Onions
Receipt	Ladies	Symptom	Cabbages
Preserves	Cities	Drought	Bacon
Doughnuts	Journeys	Copies	Celery
Cipher	Turkeys	Replied	Garlic
Sausages	Piano	Tuesday	Rabbits
Preserves	Cushion	Wednesday	Sirloin
Daisy	Mattress	Juciness	Oysters
Pigeon	Turnips	Vineyard	Squirrels
Musician	Radishes	Clumsily	Almost
Picnic	Parsnips	Prettily	Always
Marriage	Whipped	Gladder	Also
Minute	Stepped	Camphor	Although

10 CREDITS.

Half Credit off for each mis-spelled Word.

Dictate the following paragraph taken from the Reader:

MY DEAR AUNT:—I take the opportunity of sending a letter by Mr. Green, to let you see whether I am improved in my writing, as I wrote you about this time last year; and to tell you that I hope you will come to see us soon, as I have so many things to show you. I have been to see a real play since I saw you; I never laughed so much in all my life; it was so curious to see so many people all in tiers, one above another!

COMPOSITION—Fourth Grade—25 Credits.

I.

Put the following stanza into prose, changing the *words* only as far as may be necessary, but changing the *order* of the words from *poetical* order to the order of *plain prose*.

MAUD MULLER.

Maud Muller, on a summer's day,
Raked the meadow, sweet with hay.
Beneath her torn hat glowed the wealth
Of simple beauty and rustic health.
Singing, she wrought, and her merry glee
The mock-bird echoed from his tree.
But, when she glanced to the far-off town,
White from its hill-slope looking down,
The sweet song died, and a vague unrest,
And a nameless longing filled her breast;
A wish, that she hardly dared to own,
For something better than she had known.

[NOTE.—50 Credits allowed for this exercise. One credit off for every mis-spelt word, and other credits off in proportion to the badness of the prose.

II.

On another half sheet of paper, numbered 2, write a letter of at least ten lines, and be particularly careful to punctuate correctly in every respect. One credit off for every mis-spelt word, one for every omission or wrong use of a period or comma, two for every blunder in syntax, and *one* for each very *bungling* sentence, even if it does not violate a special rule of syntax. 100 credits allowed for this exercise. Address the letter to anybody you please, and write whatever suits you best.

III.

The following sentences are literary gems taken from the compositions written at the time of the Trial Examination, in March last, by pupils of the First and Second Grades. Put into good English and punctuate. Write on a third and separate sheet of paper. 100 Credits.

1. "White men here, and in other places. Seen that they could employ them at low wages, So they sent to China for more to come, and since that time, They still continue."

2. "The governor ought to give every one a free sterage passage to their own country; at least they ought to give the poor people it any way; the higher class who can get along without disturbing the poor white people; are all right in staying here, but the poor who could not get along without running down every one else, should be sent away."

3. "Chinese have any kind of labor, some of them would work anything, to earn their money; the most of them are engaged in cutting tobacco, and making cigars out of it, Havana, Manilla, and other kinds of cigar, good ones and bad ones, they make them, buy them, and sell them."

4. "Some of the chinaman which are cooks, sometimes cook very good, sometimes better than white men, and sometimes worst; many of them have large Laundries, where there are sometimes a great many of Chinamen, washing and chatting."

5. "Some of them sitt down on the corners of the streets, and make boots and shoes, some have fruitstands, others have Dry Goods Stores, and some chop wood, and some have two bags on a large stich, which they carry on their shoulders, with which they go around with and pick up rags and paper, with a stick which has a hook on its end, this is about all what I can say about Chinamen, concerning their labor."

[NOTE.—Add the credits for the three parts and divide by 10.

MENTAL ARITHMETIC—Fifth Grade—10 Credits.

20 Questions. $\frac{1}{2}$ Credit each.

[NOTE FOR EXAMINERS.—Read each question three times ; allow one minute for mental solution, and then require the answer to

be written on a slip of paper, opposite the number of the question.]

1. How much will one-quarter of a pound of coffee cost at 25 cents a pound?
2. If 5 oranges cost 25 cents, what will 10 oranges cost?
3. A boy paid 15 cents for 2 pencils; what would he have to pay for 4 pencils?
4. What is $\frac{2}{3}$ of 24?
5. 20 is $\frac{2}{3}$ of what number?
6. 20 bonnets are $\frac{1}{2}$ of how many bonnets?
7. $9\frac{1}{2}$ pounds of butter are $\frac{1}{2}$ of how many pounds?
8. How many inches in $\frac{1}{4}$ of a yard?
9. How many ounces in $\frac{3}{4}$ of a pound of sugar?
10. How many quarts in $50\frac{1}{2}$ gallons of milk?
11. What will $\frac{2}{3}$ of a dozen of eggs cost at 30 cents a dozen?
12. What would you have to pay for a bushel of peanuts at 5 cents a pint?
13. How many 5 cent pieces in \$10?
14. How many $2\frac{1}{2}$ gold pieces will it take to make \$10?
15. How many seconds in $\frac{2}{3}$ of a minute?
16. How many things in ten score?
17. How many times is $\frac{1}{4}$ contained in $\frac{1}{2}$?
18. What is $\frac{1}{2}$ of $\frac{1}{2}$ of an apple?
19. How many months in 100 years?
20. $4 \times 5 \div 2 \times 10 \times 0 = ?$

ARITHMETIC—Fifth Grade.

[NOTE FOR TEACHERS.—The examiner will not write any question on the blackboard. The first question must be *dictated* to the pupils, who will write it on their paper. After allowing a reasonable time, say from 5 to 15 minutes, according to the length of the example, the second question will be dictated, and so on. In examining papers, no credits whatever will be allowed for approximate answers, except as directed on the printed paper. Time, 3 hours.]

4 Questions, 10 Credits each—40 Credits.

1. Multiply 459 by 307.

2. Divide 7424 by 29.
3. From 204,121 subtract 7,024.
4. Sum of $287 + 15 + 901 + 75 + 801 + 99 + 785 + 684 + 666 + 606 = ?$

12 Questions, 5 Credits each.

5. Multiply 439 by 3, and write out the explanation.
6. Divide 75 by 2, and write out the explanation.
7. From 95 take 68, and write out the explanation.
8. Multiply 485 by 1-2.
9. Multiply 1275 by 2-3.
10. Multiply 1728 by 3-4.
11. Multiply 10000 by 5-8.
12. Divide 1-2 by 5.
13. Multiply 3-4 by 10.
14. Add 2-3 and 3-4
15. Multiply .125 by 75.
16. Divide .37 by 2.

GRAMMAR—Fifth Grade—10 Credits.

[NOTE.—Credit on a scale of 50 credits, and then divide the sum of credits by 5, counting 3 remainder as one whole credit.]

1. Arrange in 4 columns, the nouns, verbs, adjectives and adverbs in the following :

At one time, however, Henry wanted a grammar, in order to join a class in that study, and his mother could not furnish him with the money to buy it. He was very much troubled about it, and went to bed with a heavy heart, thinking what could be done.

2. Correct the following vulgarisms:
 1. They done the work bad.
 2. Pears and plums is good, but oranges is gooder.
3. I *hain't* done nothing, and I *hadn't ought* to be punished.
4. Ain't you going to give something to me and my sister ?
5. Get up early, get your lessons good, get to school in season, and don't get checked for not having got no lessons.

SPELLING—Fifth Grade—50 Credits.

80 Words, half Credit each.

Tuesday	Oven	Knowledge	Receipt
Wednesday	Welcome	Belfry	Believe
Studied	Errand	Counties	Relief
Copies	Putting	Cities	Whether
Tried	Pullet	Shanties	Matthew
Replies	Mississippi	Dairies	Saucepan
Pities	Missouri	Valleys	Crimson
Crystal	Cupboard	Thorough	Lathing
System	Rubbed	Philadelphia	Pansy
Wrapper	Dipped	San Francisco	Hollyhock
Julius Cæsar	Chopped	Mountain	Gaiters
Shakespeare	Stirred	Jonathan	Trousers
Digging	Grinned	Seamstress	Mamma
Slimmer	Begged	Shepherd	Papa
Gladder	Buffalo	Physician	Cousin
Mining	Parsley	Surgeon	Niece
Dodged	Cucumbers	Pickles	Raspberries
Spoonful	Pumpkins	Butcher	Auger
Chinese	Crockery	Queen	Piazza
Redwood	Counterpane	Waiter	Sponges

DICTATION LESSON—10 Credits.

Half Credit off for each word mis-spelled.

Dictate the following paragraph from the Reader:

“1. Henry Bond was about ten years old when his father died. His mother found it difficult to provide for the support of a large family, thus left entirely in her care. By good management, however, she contrived to do so, and also to send Henry, the oldest, to school, and to supply him, for the most part with such books as he needed.”

COMPOSITION—Fifth Grade—25 Credits.**I.**

Put the following stanza into prose, changing the *words* only as far as may be necessary, but changing the *order* of the words from *poetical* order to the order of *plain prose*.

MAUD MULLER.

Maud Muller, on a summer's day,
Raked the meadow sweet with hay.
Beneath her torn hat glowed the wealth
Of simple beauty and rustic health.
Singing, she wrought, and her merry glee
The mock-bird echoed from his tree.
But when she glanced to the far-off town,
White from its hill-slope looking down,
The sweet song died, and a vague unrest,
And a nameless longing filled her breast;
A wish that she hardly dared to own,
For something better than she had known.

[NOTE.—Fifty credits allowed for this exercise. One credit off for every mis-spelt word, and other credits off in proportion to the badness of the prose.]

II.

On another half sheet of paper, numbered 2, write a letter of at least ten lines, and be particularly careful to punctuate correctly in every respect. One credit off for every mis-spelt word, one for every omission or wrong use of a period or comma, two for every blunder in syntax, and *one* for each very *bungling* sentence, even if it does not violate a special rule of syntax. 100 credits allowed for this exercise. Address the letter to anybody you please, and write whatever suits you best.

III.

The following sentences are literary gems taken from the compositions written at the time of the Trial Examination, in March last, by pupils of the First and Second Grades. Put into good English, and punctuate. Write on a Third and separate sheet of paper. 100 Credits.

CHINESE LABOR.

Chinese are of no importance to San Francisco, they take away a great deal of labor from our people, because they work cheaper and not so good. You may see in going around to all these large manufactories, there are a great many chinese compared with white men and also on all these great railroad's and steamer's. Chinese are employed all together. there were

many working during the building of these great railroad's, in the mountain's and during the snow blockade's. There are a great many coming and going from here on the Chinese steamer's, and when they get here that is the time for the Express men for cheating them and making them pay double the price for riding. These Chinese can be seen daily over the hill's carrying there basket's loaded with vegetables and fruit to sell to people where these Italian's do not go with there wagons because it is to steep for the horse's to pull up. there is a great quantity exported from China. In the shape of tea's.

NOTE.—Add the credits for the three parts and divide by 10.

SEMI-ANNUAL TRIAL EXAMINATION.—SAN FRANCISCO, DECEMBER, 1872.

[By authority of the Committee on Classification.]

ARITHMETIC—First Grade.

[NOTE.—No credits allowed unless the exact answer is obtained.]

10 Questions—10 Credits each.

1. Interest of \$500 for 1 year 7 months and 19 days, at 10 per cent. a year.
2. A merchant sells tea at \$1 a pound and gains 25 per cent.; what per cent. would he gain if he raised his price to \$1.25 a pound?
3. A stock-broker received \$150 for selling stock; commission 4 per cent.; what amount of stock did he sell?
4. Bank discount of \$500 for 25 days at 12 per cent. a year.
5. Note given for \$500, July 1st, 1871; July 11th, 1872, paid on this note \$250. What is due December 15th, 1872? Rate of interest 10 per cent. a year.
6. Analytical solution of 25 multiplied by 4-5ths.
7. Analytical solution of 25 divided by 4-5ths.
8. Divide, decimally, 100 by two ten-thousandths.
9. At \$500 a front foot what is the value of a city lot that measures 10 rods 4 feet $6\frac{1}{2}$ inches?
10. What is the cost of 10 pounds 7 ounces of lead at $5\frac{1}{2}$ cents a pound?

ARITHMETIC—Second Grade.

[NOTE.—No credits allowed unless the exact answer is obtained.]

10 Questions—10 Credits each.

1. Analytical solution of 12 multiplied by $\frac{3}{4}$.
2. Analytical solution of 12 divided by $\frac{3}{4}$.
3. Multiply the decimal seventy-five hundredths by 4, and give an analytical reason for pointing off.
4. What will $12\frac{1}{2}$ pounds of sugar cost at $12\frac{1}{2}$ cents a pound?
5. How many pens at $\frac{3}{4}$ of a cent apiece can you buy for \$1.75?
6. What will 10 pounds 7 ounces of beefsteak cost at $13\frac{1}{2}$ cents a pound?
7. What is one-half of 3 rods, 3 yards, 3 feet and 3 inches?
8. Multiply 4 tons 5 cwt. 10 lbs. 8 ounces by 10.
9. Divide the difference of $\frac{2}{3}$ and 4-5 by the sum of $\frac{2}{3}$ and 1-12.
10. Multiply the decimal, twenty-five hundredths, by 4-5, divide the product by the decimal two-thousandths, divide the quotient by $\frac{1}{2}$, and multiply the last quotient by 1.25.

NOTE FOR TEACHERS.—Principals will allow teachers to remain in charge of their own classes, and to examine their own papers.

Teachers will require pupils to exchange papers and correct one another's papers in the school-room.

Teachers will report to Principals and Principals to the Superintendent.

1. No. examined.
2. No. that secure 75 per cent. or over.
3. No. that fall below 75 per cent.
4. Report simply the numbers without names.

ARITHMETIC—Third Grade.

[NOTE.—No credits unless the exact answer is obtained.]

10 Questions—10 Credits each.

1. Divide 100 by $\frac{3}{4}$ and multiply the quotient by $\frac{3}{4}$.
2. Multiply 100 by 4-5 and divide the product by the decimal .25.

3. Analytical solution of 12 multiplied by $\frac{3}{4}$.
4. Divide the sum of $\frac{3}{4}$ and $\frac{5}{8}$ by the difference between 7-12 and $\frac{3}{4}$.
5. From 1 subtract .125 and divide the difference by 100.
6. How much will 25 yards of silk come to at \$2.37 $\frac{1}{2}$ a yard?
7. At 1 $\frac{1}{2}$ cents a pound, how much can you buy for \$10,000?
8. At $\frac{3}{4}$ of a cent apiece, how many apples can you buy for \$100?
9. Multiply 2.05 by 5.02, and divide the product by 10.
10. Multiply .125 by 1.25, and multiply the product by .1.

ARITHMETIC—Fourth Grade.

[Norm.—No credits unless the exact answer is obtained.]

10 Questions—10 Credits each.

1. Find the sum, the difference and the product of .02 and .004.
2. Find the sum, difference and product of $\frac{5}{8}$ and 4-5.
3. Divide 10,000 by .002.
4. Divide 4,675 $\frac{1}{2}$ by 8.
5. Multiply 12 by $\frac{3}{4}$ and give an analysis of the operation.
6. Multiply 202 by 404, and divide the product by $\frac{3}{4}$.
7. At 12 $\frac{1}{2}$ cents a pound what will 12 $\frac{1}{2}$ pounds of beefsteak cost?
8. How many apples at $\frac{3}{4}$ of a cent apiece can you buy for \$500?
9. What is the value of 4 lbs. of gold at \$18.75 an ounce?
10. Multiply 100 by 4-5ths, divide the product by $\frac{5}{8}$, and multiply the quotient by 1.25.

GRAMMAR—First Grade.

Five Questions—Ten Credits each.

1. "The reinforcements arrived, and then Wellington won a great victory." Change the preceding sentence, *first* into a complex sentence, and then reduce it to a simple sentence.
2. "Let James study." Analyze the preceding sentence and parse each word.
3. Synopsis of the verb *sing* in the indicative mood, third person, singular number.

4. "James goes to school." Change the preceding sentence so as to put the verb "goes" into each of the six tenses of the indicative mood, and add any other words which may be necessary to make complete sense by designating the time.

5. Expand the following simple sentences into complex sentences:

1. Quarrelsome persons are disagreeable.
2. The Ancients believed the earth to be the centre of the universe.
3. With patience he might have succeeded.
4. The utility of the steam-engine is evident to all.
5. The manner of his escape is evident to all.

GRAMMAR—Second Grade.

Five questions—Ten credits each.

1. Make a narrative out of the following statements, by the use of various kinds of sentences:

Cotton is a white substance. Cotton grows in the seed pod of a plant. Cotton is gathered from the pod. Cotton is cleaned from the seed by means of the Cotton Gin. Cotton is then sent to the mills. Cotton is made into cloth. Cloth is used for clothing.

2. "Hattie is an industrious girl, and she goes to school." Change the preceding sentence into a *complex* sentence.

3. "I eat my dinner to-day." Change this sentence so as to express correctly the exact kind of time denoted by each of the six tenses of the indicative mood. If necessary, add other words in completing the sentences.

4. "This is the child that was lost in the streets of San Francisco." Parse (1) this, (2) child, (3) that, (4) was lost.

5. Analyze the following sentence: "The contented Esquimaux, clad in seal skins, brave the Arctic winter; and they are perfectly happy when they have an abundance of seal blubber to eat."

GRAMMAR—Third Grade.

Five questions—Ten credits each.

1. How does the form of the verb in the third person singular, indicative mood, present tense, differ from the other persons and numbers in the same tense?

2. "I ate my dinner yesterday." Change this sentence so as to express each of the six distinctions of time in the indicative mood. Add other words to the sentence when you change its form, if you find them necessary to express your meaning.

3. "Morse, the inventor of the Electric Telegraph, and Watt, the inventor of the Steam-engine, were great benefactors of the human race." Parse (1) inventor, (2) Steam-engine, (3) benefactors, (4) were, (5) of.

4. Put the following statements together in one sentence:

(1) San Francisco is a city. (2) It is a large city. (3) It is a commercial city. (4) It is a manufacturing city. (5) It is situated on a peninsula. (6) This peninsula is between the Pacific Ocean and the Bay of San Francisco. (7) It is a sandy peninsula. (8) It is a low peninsula.

5. What kind of sentence is the one that you have constructed? Analyze it.

GRAMMAR—Fourth Grade.

Five Questions—Ten Credits each.

1. Decline the personal pronoun *us*.

2. Write a sentence containing a noun used as the *subject* of a verb; a noun used as the *object* of a verb; a noun used as a possessive.

3. Compare *wise, good, beautiful, honest, square*.

4. Conjugate the verb *to be* in the indicative mood, present tense.

5. "The flower is now in the garden." Change the preceding sentence so as to express the six kinds of time in the conjugation of the verb in the indicative mood. Add any other words, such as yesterday, or to-morrow, that you may need to clearly express the time.

WORD-ANALYSIS—First Grade.

5 Questions—4 Credits each.

1. Write the suffix *ly* in two words, and define each word.
2. Write four words, each having a different English derivation.
3. From the root *ago* form four words and define each.
4. From the root *annus* form four words and define each.
5. Derivation of Wednesday and Thursday.

WORD-ANALYSIS—Second Grade.

5 Questions—4 Credits each.

1. Define the prefix *en* or *em*; form with it two words, and define each word.
2. Define the suffix *hood*; write with it two words and define each word.
3. Derivation of *health*; form with it two words, and define each word.
4. Meaning of the suffix *acy*; form with it two words, and define each word.
5. Derivation of *heaven*; form with it two words, and define each.

ANNUAL EXAMINATION OF THE BOYS' HIGH SCHOOL.

Questions proposed by Joseph Leggett, Examining
Teacher, 1873.

SECOND JUNIOR CLASS—RHETORIC.

1. Give a complete classification of sentences, rhetorically considered, and point out some of the most important advantages possessed by sentences of each class.
2. Why are loose sentences of frequent occurrence in our language? Mention some of the contrivances by which the too frequent recurrence of loose sentences is avoided, and explain why those contrivances produce the effects which they do.
3. What is the obverse iteration? What is its effect? Illustrate by example. What is the Pointed Style? Name some writers that excelled in this style.

4. What is meant by the grammatical order of the words in a sentence? What effect is produced by varying this order? Illustrate by example. What are the principal parts of a sentence? Where should they be placed? Why?

5. By what means is Unity in a sentence secured? Is it always desirable to secure unity? Give reasons for your answer. In what kinds of composition is the attainment of Unity most difficult? Why?

6. When does the omission of connectives succeed best? Illustrate by examples. What is the general effect of connectives on a composition?

7. Explain the difference between co-ordinating and subordinating conjunctions. Give a list of Illative conjunctions. Name one subordinating conjunction that is used to connect sentences.

8. Give the rule of Parallel Construction, and state the advantages to be derived from the application of this rule.

9. State all the advantages and disadvantages of the Balanced Structure. Give reasons.

10. Turn to the paragraph "On Taxation," page 307 of Underwood's English Literature. Why is the first sentence a long sentence? Parse the second sentence rhetorically. If any sentence in the paragraph is loose make it periodic. Show how the sentences of the paragraph are connected.

SECOND JUNIOR CLASS—ALGEBRA.

1. What is the reciprocal of a quantity? Prove that $a^{-n} = \frac{1}{a^n}$, and that $n^0 = 1$.
2. Prove that $x^n + y^n$ is exactly divisible by $x + y$ when n is odd, and that $x^n - y^n$ is not exactly divisible by $x + y$ when n is odd.
3. Prove that $+a$ multiplied by $-b$ gives $-ab$. Multiply $3a^3 + 2a^2b^2 + 3b^2$ by $2a^2 - 2a^2b^2 + 5b^3$.
4. Find the greatest common divisor of $a^2 - 4a - 21$, $a^2 - 12a + 35$ and $a^2 + 5a - 84$.
5. Divide $6x^4 - 10x^3y - 22x^2y^2 + 46xy^3 - 20y^4$ by $4xy + 3x^2 - 5y^2$.

6. Find the continued product of $m - \sqrt{mn} + n$, $m + \sqrt{mn} + n$ and $m^2 - mn + n^2$.
7. Prove the rule for subtraction in algebra.
 From $5a - 6b - 7c + 4d - 11e + 7m - 16x + y - 7z$
 Take $4d - 7z + 5a - 6b + m - 5c + 9x - 11y + abcd$.
8. Prove that, if a is an exact divisor of both b and c , it will exactly divide $a + b$ and $a - b$.
 Find the least common multiple of $6x^2y^2(x - y)$, $8x^3(x^2 - y^2)$ and $12(x - y)^2$.
9. Name and classify all the symbols employed in algebra.
 Factor $x^2 - x - 12$ and $a^2 - 16a + 63$.
10. Define the terms coefficient, exponent, term, multiple, factor, axiom and problem.
 Resolve into elementary factors $m - n$, $m^2 - 2mn + n^2$, $a^3 - m^3$, $a^5 + c^5$ and $x^{20} - 1$.

FIRST JUNIOR CLASS—GEOMETRY.

1. In any triangle, the sum of the squares described on two sides is equal to twice the square of half the third side, increased by twice the square of the line drawn from the middle point of that side to the vertex of the opposite angle.
2. Triangles which are mutually equi-angular, are similar.
3. If two chords intersect in a circle, their segments will be reciprocally proportional.
4. To construct a triangle equal to a given polygon.
5. Define a regular polygon, and an apothem. If a regular hexagon be inscribed in a circle, any side will be equal to the radius of the circle.
6. When the corner of the leaf of a book is twice turned down, so that the creases are parallel and the triangular fold of the same breadth as the other, show that the space included in the second fold is three times that in the first.
7. If the radius of a circle be divided in extreme and mean ratio, the greater segment will be equal to one side of a regular inscribed decagon.

8. The circumferences of circles are to each other as their radii; and the areas are to each other as the squares of their radii.

9. To find an expression for the circumference of a circle, in terms of its radius or diameter. The area of a circle is an acre, its circumference is 246 yds. 1 ft. $10\frac{1}{2}$ in.; what is its diameter?

10. The area of an inscribed regular hexagon is three-fourths that of the one circumscribed about the same circle.

SENIOR CLASS—ANALYTICAL AND SPHERICAL TRIGONOMETRY AND MENSURATION.

1. Show that $\sin. (a + b) = \sin. a \cos. b + \cos. a \sin. b$, and that $\sin. (a - b) = \sin. a \cos. b - \cos. a \sin. b$.

2. Deduce the formula
$$\frac{\sin. p - \sin. q}{\sin. p + \sin. q} = \frac{\tan. \frac{1}{2} (p - q)}{\tan. \frac{1}{2} (p + q)}$$

3. What are Napier's Circular Parts? Give Napier's Rules for determining them.

4. In a spherical triangle, given $a = 70^\circ 4' 13''$, $b = 63^\circ 21' 24''$, $c = 59^\circ 16' 21''$, to find A.

5. In a quadrantal triangle, given the quadrantal side, 90° , the angle opposite, $104^\circ 41' 17''$, and one adjacent side $73^\circ 21' 6''$, to find the other side.

6. What is the area of a triangle in which the two sides a and b are respectively equal to 156.75 feet, and 48.325 feet, and whose included angle C is $42^\circ 24'$?

7. Deduce a formula for finding the area of a triangle, when the three sides are given.

8. How many acres are there in a triangular lot, whose sides are 31, 40 and 55 rods?

9. Show how to find the area of a circular segment.

10. The chord of the arc of a segment is 86.6 feet, and the radius is fifty feet: find the area of the segment.

SECOND JUNIOR CLASS—ENGLISH GRAMMAR.

1. What are inflections? What parts of speech are inflected? Name all the inflections of nouns and pronouns.

2. Explain the use and effect of *self*, *own* and *ever*, when joined to other pronouns. When should the relative *that* be used in preference to *who* or *which*?

3. Tell what you know of the history and peculiar use of *its*.

4. Correct the errors in the following:

“Then future ages with delight shall see

How Plato, Bacon, Newton's looks agree.”

“For the deck, it was their field of fame.”

“And we neared the land, where in beauty smiles
The sunny shores of the Grecian iles.”

“I do not know who you profess to be.”

“He was averse to the nation involving itself in war.”

“A few year's preparation will be necessary.”

“So well-bred spaniels civilly delight
In mumbling of the game they dare not bite.”

“He was fonder of nothing than of wit and raillery,
but he was far from being happy in it.”

“The whole school was rambling over the hills all day.”

“Bacon wrote in James the First's reign.”

5. Define a pronoun. Give the equivalents of the adverbs *when*, *where*, *here*, *whence*, *whither* and *hence*.

6. When should the Norman form of the possessive be used in preference to the Saxon form? Illustrate by examples.

7. Name and define the demonstrative pronouns, and give their inflections.

8. Distinguish carefully between the following:

Each other and one another.

His father's house and a house of his father's.

The boys' hats and boy's hats.

Age which lessens our enjoyments and age that lessens our
enjoyments.

John's and Mary's and John and Mary's.

9. Tell the number of the following nouns: *Alms*, *news*, *riches*, *pneumatics*, *summons*. Give five Latin nouns that have come to form their plurals in the same way as English nouns.

10. Parse the italicized words in the following extract:

"These are gracious drops.

Kind *souls!* *what*, weep you when you but behold

Our *Cæsar's* vesture *wounded?* look *you* here!

Here is *himself*, *marred*, as you see by traitors."

MIDDLE CLASS—ALGEBRA.

1. Prove that every equation of the second degree has two roots, and only two.

Find the values of x in the equation $x - 3\sqrt{x+6} = 2 - \sqrt{x+6}$.

2. The fore-wheel of a carriage makes 6 revolutions more than the hind-wheel in going 120 yards, but if the circumference of each had been increased 3 feet, the fore-wheel would have made only 4 revolutions more than the hind-wheel in going the same distance. What is the circumference of each wheel?

3. Solve the equation $ax^2 + bx = c$. In the values of x as found from this solution put $a=0$, and explain the resulting values of x .

Find the values of x and y in the equations: $x^3 + y^3 = 91$
 $x^2y + xy^2 = 84$.

4. Multiply $2\sqrt{3} + \frac{2}{3}\sqrt{\frac{3}{5}}$ by $3\sqrt{2\frac{1}{2}} - 4\sqrt{3}$ and divide the product by $3\sqrt{2\frac{1}{2}}$.

5. What is the product of $\sqrt[4]{-m} \times \sqrt[4]{-n}$? Prove the truth of your answer.

Extract the cube root of $x^2 - 6x_3^5y_6^1 + 21x_3^4y_3^1 - 44xy_2^1 + 63x_3^2y_3^2 - 54x_3^1y_6^5 + 27y$.

6. Find an expression for the sum of an infinite number of terms of a decreasing geometrical progression.

Insert seven geometrical means between 2 and 13122.

7. A man borrowed \$60, at 6 per cent. simple interest per year of 360 days, how much must he pay daily to cancel both the debt and the interest in 60 days?

8. The sum of \$315 was divided among three persons in such a way that the first received \$135 more than the last. The three shares being in geometrical progression, find them, and interpret the negative result obtained in the solution.

9. Simplify the expression $\frac{3\sqrt{5}-2\sqrt{3}}{3\sqrt{5}+2\sqrt{3}} + \frac{2\sqrt{5}-3\sqrt{3}}{3\sqrt{5}-2\sqrt{3}}$.

10. The difference between the ages of A and B is twice as great as the difference between the ages of B and C , and the sum of the ages of A and B is half as much again as the age of C ; six years ago it was only one-third more. Find their ages.

SENIOR CLASS—SHAKESPEARE'S JULIUS CÆSAR.

1. (a) What is the probable date of the production of the play of Julius Cæsar?
- (b) Name, in order of the prominence given them by Shakespeare, the four foremost *dramatis personæ* of this play.
- (c) Contrast the characters of Brutus and Cassius.
- (d) From what source did Shakespeare derive the facts upon which this play is founded?
- (e) Point out three historical discrepancies in the facts as given by Shakespeare.
2. (a) What makes this play a tragedy?
- (b) Sketch briefly the character of Antony as drawn by Shakespeare in Julius Cæsar.
- (c) In what respect does the character of Cæsar, given in this play, differ from that which an impartial reader of his commentaries would give to him?
- (d) How many plays are attributed to Shakespeare?
- (e) Name two plays, the authenticity of which has been questioned.
3. Give the substance of Craik's notes on the following passages:
 - (a) Now is it Rome indeed and room enough.
 - (b) Decked with ceremonies.
 - (c) Brutus as you know was Cæsar's Angel.
 - (d) Their battles are at hand.
 - (e) Here wast thou bayed.
4. What is the etymology and the meaning of the following words: worth, orchard, apace, chanced and shrewd?

5. Name and explain the Rhetorical figures employed in the following extracts:
- (a) Poor man! I know he would not be a wolf
But that he sees the Romans are but sheep.
 - (b) Many a time and oft
Have you climbed up to walls and battlements.
 - (c) Thou, like an exorcist, hast conjured up
My mortified spirit.
 - (d) O conspiracy!
Shamest thou to shew thy dangerous brow by night?
 - (e) Dwell I but in the suburbs
Of your good pleasure?
6. Point out and explain any peculiarities in the grammatical construction of the following:
- (a) As it were doomsday.
 - (b) What cause withholds you, then, to mourn for him?
 - (c) *Bru.* Where, where, Messala, doth his body lie?
Mes. Lo, yonder; and Titinius mourning it.
 - (d) Who to Philippi here consorted us.
 - (e) Let me see, let me see;—is not the leaf turned down
Where I left reading?
7. Explain the meaning of any words used in a peculiar sense in the following passages:
- (a) To stale with ordinary oaths my love.
 - (b) What hath proceeded worthy note to-day,
 - (c) And let no man abide this deed, but we the doers.
 - (d) Produce his body to the market place.
 - (e) Do grace to Cæsar's corpse.
8. In what respects does the English of Shakespeare differ from the English in use at the present time?
9. Give a brief analysis of the plot of the play of Julius Cæsar.
10. Point out any peculiarities in the versification of the following:
- (a) Liberty! Freedom! Tyranny is dead.
 - (b) But yesterday the word of Cæsar might
Have stood against the world.
 - (c) That you do love me, I am nothing jealous.
 - (d) What means't thou by that? Mend me
Thou saucy fellow!
 - (e) As thou dost, Antony; he hears no music.

SENIOR CLASS—SPHERICAL GEOMETRY AND PLANE TRIGONOMETRY.

1. Define a spherical polygon, a lune, and a pole of a circle. The sum of the sides of a spherical polygon is less than the circumference of a great circle.

2. In spherical triangles, what three things must be given equal in order to prove the equality of the triangles?

If two spherical triangles on the same, or on equal spheres, have their sides equal, each to each, their angles will be equal, each to each, the equal angles lying opposite the equal sides.

3. The sum of the angles of a spherical triangle is less than six right angles, and greater than two right angles.

Give the expression for the *spherical* excess of any spherical polygon.

4. Any lune is to the surface of the sphere, as the arc which measures its angle is to the circumference of a great circle; or, as the angle of the lune is to four right angles.

5. The area of a spherical triangle is equal to its spherical excess multiplied by a tri-rectangular triangle.

6. How is a plane angle measured? What is the primary unit of angular measure in Trigonometry? Explain the difference between a natural sine and a logarithmic sine, and show how any logarithmic function of an arc may be found from the corresponding natural function. Define tangent, sine, cosine, complement and supplement.

7. Deduce the formulas used in solving right angled triangles.

The height of a tower standing on a horizontal plane is 250 feet, and its angle of elevation at the place of the observer is $46^{\circ} 30' 25''$; what is the distance from the foot of the tower?

8. Given two sides of a triangle and their included angle, to find the remaining parts.

9. Given $a=38.576$ yds., $b=27.325$ yds., $c=15.358$ yds., to find A, B and C.

10. What is meant by the base of a system of logarithms? If 7 is the logarithm of 2187, what is the base of the system?

Perform by logarithms the operations indicated in the following expression:

$$\left(\frac{0.85762 \times 0.00853}{7.58913 \times 86.24} \right)^{\frac{2}{3}}$$

FIRST JUNIOR CLASS—ROMAN HISTORY.

1. When did Rome become a Republic? State briefly the circumstances connected with this event.
2. Mention five important wars in which the Romans were engaged before they became masters of all Italy. Name one celebrated Military leader connected with each war, and give a brief sketch of his career.
3. Sketch concisely the leading events of the Second Punic War.
4. Tell what you know of each of the following: Tullus, Hostilius, Tiberius, Gracchus, Jugurtha, Viriathus and Cataline.
5. Name some of the most important powers and privileges wrested from the patricians by the plebeians, and give the names of those leaders of the people who were most instrumental in securing those powers and privileges.
6. Who formed the first triumvirate? With what object was it formed? What was the fate of each of its members?
7. Give the geographical position of the following places, and tell how they were connected with the history of Rome: Munda, Philippi, Saguntum, Metaurus, Capua.
8. Tell when, with what results, and between whom, the following battles were fought: Magnesia, Actium, Pharsalia, Panormus, Chalons.
9. State the causes which led to the downfall of the Roman Republic, and give a brief outline of the reign of Augustus.
10. Give a brief sketch of the character, and name the most noted exploits of each of the following: Constantine, Stilicho, Zenobia, Trajan, Agricola, Sertorius.

MIDDLE CLASS—PHYSICS.

1. Give the four Laws of the Vibration of the Pendulum.

2. What is meant by a Unit of Heat? Define Specific Heat, and give two methods of finding the specific heat of a body.
3. Explain the difference between the Quantity and the Intensity of an electric current. How would you connect the cells of a battery in order to get the greatest possible Intensity? How to get the greatest Quantity?
4. Name and describe the *essential* parts of the Electro-magnetic Telegraph.
5. What are the sources of the sun's heat?
6. Name and draw a rough outline of four kinds of water wheels. Which of them supplies the greatest amount of effective power? Why?
7. What is gained by the use of machinery? Name the simple mechanical powers, and give the conditions of equilibrium in each.
8. Show how the rainbow is produced.
9. Describe the different kinds of mirrors, and draw figures showing the effects produced on the direction of parallel rays of light reflected from their surfaces.
10. Give three great Laws of Motion. Explain what is meant by reflected motion.

SECOND JUNIOR CLASS—PHYSICS.

1. Describe the Hydrostatic Press, and explain the principle on which it acts.

The end of the small piston in a hydrostatic press has a surface of 3 square inches; and the end of the large piston a surface of 1 square yard. A pressure of 150 pounds upon the small piston would bring what pressure to bear upon the large piston?

2. How many kinds of levers are there? Give an example of each kind, and state when, in any kind of lever, the weight and the power will balance each other.
3. Explain the difference between high pressure and low pressure engines. What are the respective advantages of each?
4. How is sound produced? Upon what does its intensity depend? How are echoes produced?

5. What is the Solar Spectrum. Name some of its properties. How would you show that the prismatic colors are simple?

6. Enunciate and explain Mariotte's Law.

7. Draw the different kinds of lenses, and show the effects they produce upon the course of parallel rays of light passing through them.

8. Give the law of the descent of falling bodies. How far will a body fall in 10 seconds, and what will be its velocity at the end of the 10th second?

9. Explain three experiments to show that air has weight.

10. What are the conditions of equilibrium in the wheel and axle?

In a wheel and axle the circumference of the wheel is 15 feet, and that of the axle 5 inches. What weight will a power of 18 pounds balance?

SECOND JUNIOR CLASS—GEOMETRY.

1. If two triangles have two sides and the included angle of the one, equal to two sides and the included angle of the other, each to each, the two triangles will be equal in all their parts.

2. In every triangle the sum of the three angles is equal to two right angles.

3. The diagonals of a parallelogram mutually bisect each other.

4. If four quantities be in proportion, they will be in proportion when taken inversely.

5. An inscribed angle is measured by half the arc included between its sides.

6. To inscribe a circle in a given triangle.

7. From a given point, without a straight line, to let fall a perpendicular on this line.

8. The sum of the exterior angles of a polygon is equal to four right angles.

9. What is the difference between a Problem and a theorem?

When is one theorem said to be the converse of another? Give the converse of the following theorems:

(a) In an isosceles triangle the angles opposite the equal sides are equal.

(b) In any parallelogram the opposite sides are equal each to each.

Is the converse of every true proposition necessarily true? Prove your answer by citing an example.

10. Define the following terms: Axiom, Lemma, Postulate, Sector and Hypothesis.

Classify triangles, (1) in reference to their sides, (2) in reference to their angles.

What angle is made the basis of comparison with all other angles? Why is this angle so taken?

FIRST JUNIOR CLASS—CÆSAR.

1. Translate: *Is ita cum Cæsare agit: "Si pacem populus Romanus cum Helvetiis faceret, in eam partem ituros atque, ibi futuros Helvetios, ubi eos Cæsar constituisset atque esse voluisset; sin bello persequi perseveraret, reminisceretur et veteris incommodi populi Romani et pristinae virtutis Helvetiorum."*

(a) Parse *ituros*.

(b) Why is *constituisset* in the Subjunctive.

(c) In what case is *bello*? Why?

(d) What governs *virtutis*?

2. Translate: *Eo de media nocte Cæsar iisdem ducibus usus qui nuncii ab Iccio, venerant, Numidas et Cretas Sagittarios, et funditores Baleares, subsidio oppidanis mittit; quorum adventu et Remis cum spe defensionis studium propugnandi accessit, et hostibus eadem de causa spes potiundi oppidi discessit.*

(a) Parse *ducibus*.

(b) Give the principal parts of *usus*, *venerant*, *mittit*, *accessit* and *potiundi*.

(c) Give the government of *subsidio*.

(d) Why is *adventu* in the ablative?

3. Translate: *Pugnatum est diu atque acriter, cum Sontiates superioribus victoriis freti in sua virtute totius Aquitaniæ salutem positam putarent; nostri autem, quid sine imperatore et sine re-*

liquis legionibus adolescentulo duce efficere possent, *perspici* cuperent.

- (a) What kind of a verb is *pugnatum est*?
- (b) Give the give the government of *victoriis*, and compare *superioribus*.
- (c) *Adolescentulo duce*. What is the construction? Explain the formation of *adolescentulo*.
- (d) What is the subject of *perspici*?

4. Translate: *Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimæ legionis aquilam ferebat, contestatus deos, ut ea res legioni feliciter eveniret: "Desilite," inquit, "commilitones, nisi vultis aquilam hostibus prodere: ego certe meum reipublicæ atque imperatori officium præstitero." Hoc cum magna voce dixisset, se ex navi projecit atque in hostes aquilam ferre cœpit.*

- (a) Parse *qui*.
- (b) In what case is *commilitones*? Give its derivation.
- (c) Give the parts of *cœpit*, *ferre*, *vultis*, *inquit* and *projecit*.
- (d) Write a brief history of Julius Cæsar.

SECOND JUNIOR CLASS—LATIN.

1. Translate into English:

- (a) *Illo die Brutus patriam servavit.*
- (b) *Animus corpore est nobilior.*
- (c) *Athenienses belli navalis peritissimi fuerunt.*
- (d) *Hannibal Saguntum, Hispaniæ civitatem Romanis amicam expugnavit.*
- (e) *Hic gladius sex pedes longus est.*
- (f) *Vestram virtutem, juvenes, laudamus.*
- (g) *Romæ ingens lætitia fuit.*
- (h) *Conon pecuniam civibus donavit.*
- (i) *Scipio ingenti gloria triumphavit.*
- (j) *Cæsar adversus Pompeium dimicavit.*

2. Parse the italicized words in the previous question.

3. Decline the singular of *ego*, the plural of *tu*, the feminine singular of *hic*, the masculine singular of *quis*, and the neuter plural of *is*.

4. Conjugate the present subjunctive active of *amo*, the imperfect indicative passive of *moneo*, the pluperfect subjunctive active of *rego*, the future indicative passive of *audio*, and the imperfect subjunctive of *esse*.

5. Decline the singular of *puer*, the plural of *regnum*, the singular of *fructus*, the plural of *cornu*, and the singular of *res*.

6. Translate into English, *amanto*, *amandus*, *moneamini*, *moneberis*, *regamus*, *regito*, *audivissem*, *auditurus*, *monitum iri*, *amari*.

7. Translate into Latin:

They are very desirous of glory.

The commander led the army to Athens.

The son of the consul will observe the laws of the State.

By whom has this army been led into Italy?

The soldiers were fighting on the top of the mountain.

8. What words are used in asking questions in Latin? Explain the distinction between the interrogative particles.

9. Compare the following adjectives: *Felix*, *bonus*, *altus*, *ingens* and *utilis*.

Decline *acer*, *acris*, *acre*; *bonus*, *bona*, *bonum*; *qui*, *quae*, *quod*; *duo*, *duae*, *duo*; *ipse*, *ipsa*, *ipsum*.

10. Give the case endings of nouns of the third declension. Classify nouns of this declension, and give one noun of each class.

Give the principal parts of *velle*, *ferre*, *capere*, *sequi* and *parere*.

SECOND JUNIOR CLASS—LATIN.

1. Translate into English:

(a) Junius aedem Salutis, quam consul voverat, dictator dedicavit.

(b) Cato cellam penariam rei publicae nostrae, nutricem plebis Romanae Siciliam nominavit.

(c) Curius elephantos quattuor Romam duxit.

(d) Aliorum vitia cernit, obliviscitur suorum.

(e) Decrevit senatus, ut consul videret, ne quid res publica detrimenti caperet.

2. Give the grammatical construction of the following words: (a) *dictator*, (b) *Siciliam*, (c) *Romam*, (d) *Suorum*, (e) *caperet*.

3. Translate: Mures aliquando habuerunt consilium, quomodo sibi a fele caverent. Multis aliis propositis, omnibus placuit, ut ei tintinabulum annecteretur; sic enim ipsos sonitu admonitos eam fugere posse. Sed quum jam inter mures quaeretur, qui feli tintinabulum annecteret, nemo repertus est. Fabula, docet, in suadendo plurimos esse audaces, sed in ipso periculo timidos.

4. *Multis aliis propositis*. What is the grammatical construction.

Omnibus. What case? Why?

Parse *sonitu*.

What is the subject of *posse*?

In what Mood is *quaeretur*? Why?

5. Translate: Quum ad Alexandriam venisset Cæsar Ptolemaeus ei insidias parare voluit, qua de causa regi bellum illatum est. Rex victus in Nilo periit, inventumque est corpus ejus cum lorica aurea. Cæsar Alexandria potitus, regnum Cleopatrae dedit. Tum inde profectus Pompeianarum partium reliquias est persecutus, bellisque civilibus toto terrarum orbe compositis, Romam rediit. Ubi quum insolentius agere coepisset, conjuratum est in eum a sexaginta vel amplius senatoribus, equitibusque Romanis. Praecipui fuerunt inter conjuratos Bruti duo ex genere illius Bruti, qui, regibus expulsis, primus Romae Consul fuerat. Ergo Cæsar, quum in curiam venisset, viginti tribus vulneribus confossus est.

6. Give the principal parts of *voluit*, *periit*, *dedit*, *fuerat* and *confossus est*.

7. *Alexandria*. What case? Why?

Parse *insolentius* and *Cleopatrae*.

In what case is *Romae*? Why?

Senatoribus. In what case? Why?

8. Translate: Phillippo Alexander filius successit et virtute et vitiis patre major. Vincendi ratio utrique diversa. Hic aperta vi, ille artibus bella tractabat. Deceptis ille gaudere hostibus, hic palam fuis. Iram pater dissimulare, plerumque etiam vincere;

hic ubi exarcissit, nec dilatio ultionis, nec modus erat. Vini uterque nimis avidus; sed ebrietatis diversa ratio. Pater de convivio in hostem procurere, manum conserere, periculis se temere offerre; Alexander non in hostes, sed in suos saevire. Regnare ille cum amicis volebat; hic in amicos regna exercebat. Amari pater malle, hic metui. Litterarum cultus utrique similis. Sollertiae pater majoris, hic fidei. Verbis atque oratione Philippus, hic rebus moderatior.

9. *Hic*. To whom does this refer? Decline *ille* and *uterque*. In what case is *vini*? What governs it?

10. Compare the adjectives *major*, *aperta*, *prudentior*, *magnificentior* and *similis*.

Gaudere. What mood and tense? What is its subject? What is the government of *fidei*?

QUESTIONS USED IN THE WRITTEN EXAMINATION OF THE GIRLS' HIGH SCHOOL, MAY, 1873.

[Prepared by Mr. Leggett, Examiner.]

SENIOR CLASS—ENGLISH LANGUAGE.

1. What element forms the basis of the English Language? Name, in the order of their importance, the other elements that enter into its composition, and state the period at which each was introduced.

2. How are new words introduced into a language? Give five words lately introduced into our language, two that have become obsolete, and three whose signification has been changed.

3. What is the difference between the Grammar of a language and its Vocabulary? From what language have we derived all our Grammar? Give the history of *its*.

4. Give the derivation of the following words: Caucus, tariff, calico, pagan, cherry, slave, tyrant, urbane, wrong and curfew.

5. Explain any peculiar constructions or any peculiarities in the use of words in the following extracts: "You ought not walk upon a laboring day." "I was born free as Cæsar." "But ere we could arrive the point proposed." "Yet if my name

were liable to fear." "Under these hard conditions as this time is like to lay upon us." "Testif they were, and lusty for to play." "And then, I ~~went~~, we put a sting in him, that at his will he may do ~~danger~~ with." "But with an angry wafture of your hand gave sign for me to leave you." "That I was constant Cimber should be banished, and constant do remain to keep him so." "Let me see, let me see;—is not the leaf turned down where I left reading?"

6. Change the following extract into prose:

"ELAINE, the fair, Elaine the lovable,
 Elaine, the lily maid of Astolat,
 High in her chamber up a tower to the east
 Guarded the sacred shield of Lancelot;
 Which first she placed where morning's earliest ray
 Might strike it, and awake her with the gleam;
 Then, fearing rust or soilure, fashion'd for it
 A case of silk, and braided thereupon
 All the devices blazon'd on the shield
 In their own tinct, and added, of her wit,
 A border fantasy of branch and flower,
 And yellow-throated nestling in the nest.

7. When should the subjunctive form of the verb be used? What is the present tendency of our language in reference to the use of the subjunctive form of the verb?

8. "Spake *full* well in language quaint and olden,
 One who dwelleth by the castled Rhine,
 When he called the flowers, so blue and *golden*,
 Stars, that in earth's firmament do shine."

- (a) What kind of a sentence is this?
- (b) Give the principal subject and the principal predicate of the sentence.
- (c) "That in earth's firmament do shine,"—what kind of a clause?
- (d) "In language quaint and olden,"—what? why?
- (e) Analyze fully the clause beginning with "When."

9. Parse the italicised words in the sentence given in the previous question.

10. Correct the grammatical errors in the following: "If a man read little, he had need to have much cunning, to seem to

know that he doth not." "Severe the doom that length of days impose, to stand sad witness of unnumbered woes." "He is only fitted to govern others who can govern himself." "The dash is mostly used to denote an unexpected or emphatic pause of variable length." "Steady application, as well as genius and abilities, are necessary to produce eminence."

SENIOR CLASS—ENGLISH LITERATURE.

1. Write a brief sketch of the life and writings of Chaucer. Point out some of the important changes that took place in the English Language between his time and that of Spenser.

2. In what does Shakespeare surpass all other poets? Name five of his dramas, and give a brief outline of the plot of one of his tragedies.

3. Name ten leading characters of Shakespeare's plays. State what you consider to be the master passion of any five of them, and tell how their characters as drawn by Shakespeare agree with those which history gives of them.

4. To what school of poetry did Dryden belong? Why was it so called? Of what influences was it the outgrowth? Who was the greatest master of this school? Name three of his works, and give your opinion of his style as a writer.

5. What was the character of the times in which Milton lived? What was the nature of the education that he received? How did these affect his choice of subjects and his style of treating them? Name three poetical and two prose works of his, and give your opinion of him both as a prose writer and as a poet.

6. Who were the three greatest historians of the last century? The two greatest of the present century? Name one work written by each. Compare and contrast the styles of any two of these writers.

7. Who were the three greatest novelists of the nineteenth century? State what you consider to be the peculiar characteristics of each. Name three works written by the greatest of them, and two written by each of the others. Give a brief plot of any one of their works that you like best.

8. Who was the greatest of England's philosophical writers?

Name three of his works. Who was the most celebrated serial writer of the last half of the seventeenth century? For what journal did he write? Mention two of the papers written for it by him.

9. Who were the authors of the following works: "The Traveller," "The Lady of the Lake," "Locksley Hall," "We are Seven," "Marmion," "Enoch Arden," "The Deserted Village," "The White Doe of Rylstone," "Every Man in his Humor," "The Faerie Queen? Select from the foregoing list the three that you like best. Give your opinion of each of the three, and quote from them to justify your estimate,

10. For what is each of the following periods in English literature remarkable: The Elizabethan Age? The Age of the Restoration? Queen Anne's Age? The Victorian Age? Tell what form of literary composition flourished most in each, and name the causes which led to these results. Give the three greatest names of each period.

SENIOR CLASS—ALGEBRA.

1. Define the terms factor, exponent and coefficient.

Resolve into factors $x^2-2x-63$, a^4-x^4 , a^3+x^3 , $a^2-6ay+9y^2$ and $a^3b^2+a^2b^3+a^2b+ab^2$.

2. Prove that $a^0 = 1$, and that $a^{-n} = \frac{1}{a^n}$.

Find the value of x in the following equation:

$$2 - \frac{x-5}{7} = 3 - \frac{x-7}{4}.$$

3. Find the values of x and y in the following equations:

$$8x-21y=33.$$

$$6x+35y=177.$$

4. Expand $(3a-2y)^5$.

5. What are similar radicals? Find the sum of $\sqrt[4]{24} + \sqrt[4]{2} + \sqrt[4]{54} + \sqrt[4]{3} + \sqrt[4]{96} - \sqrt[4]{5} + \sqrt[4]{150}$.

6. Solve the equation $ax^2+bx-c=0$.

7. The area of a rectangular field is 2080 square rods, and its length exceeds its breadth by 12 rods. Find the dimensions of the field.

8. Find the values of x and y in the following equations:

$$x^2 + y^2 = 113.$$

$$x - y = 15.$$

9. Prove that if c is an exact divisor of both a and b , it will exactly divide $a + b$ and $a - b$.

- 10 Find the general expression for the sum of an arithmetical progression.

How many strokes do the clocks of Venice, which go on to 24 o'clock, strike in the course of a day?

MIDDLE CLASS—ENGLISH LANGUAGE AND LITERATURE.

1. Write a brief sketch of Longfellow and of Whittier. Name five poems written by each, and state what you consider to be the most striking points of contrast and of resemblance between these two writers.

2. Give your estimate of Tennyson's poetic genius. Name three works written by him, and give an analysis of the plot of any one of them.

3. Who wrote the following? "An Elegy Written in a Country Churchyard;" "The Ancient Mariner;" "The Wonderful One Hoss Shay."

State your opinion of these works, and quote passages from them to sustain your views.

4. Name four poems written by Wordsworth, and point out some of his most striking characteristics as a poet.

5.

"As the long train

Of ages glides away, the sons of men,
The youth in life's green spring, and he who goes
In the full strength of years, matron and maid,
The bowed with age, the infant in the smiles
And beauty of its innocent age cut off,—
Shall, one by one, be gathered to thy side,
By those who in their turn shall follow them."

- (a) What kind of a sentence is this? Why?
(b) Name the principal subjects and the principal predicate.
(c) "As the long train of ages glides away." What kind of a clause? Why?

- (d) "In the full strength of years." What? Why?
 (e) "Who in their turn shall follow them." What? Why?

6. Correct the errors in the following:

"I was afraid I would not be able to come."

"Can I come in?"

"Fairest of her daughters, Eve."

"'Tis hard to say if greater want of skill

Appear in writing, or in judging ill."

"The climate of England is not so pleasant as those of
 France, Spain or Italy."

"And dashest him again to earth; there let him lay."

"I intended last year to have visited you."

"The pestilence could be only imputed to the just indig-
 nation of the gods."

"John's and Mary's shares are the largest."

"The conditions of the sale are as follows:"

7. Give rules for the correct use of shall and will. Tell when the Subjunctive form of the verb should be used in conditional clauses.

8. Compose a simple sentence that shall contain an adjective and an adverbial phrase, a complex sentence that shall contain an adjective clause and an adverbial clause, and a compound sentence that shall consist of two simple members.

9. In what tenses of the Indicative mood do verbs change their forms to denote a difference in the person and number of their subjects?

Conjugate the Past Subjunctive of the verb to be.

10. Parse the words printed in italics in the following sentence: "He begged *hard* to see her; *saying*, that he would be very quiet, and that they *need* not *fear* his *being alarmed*, for he had sat *alone* by his young brother all *day* long when he was dead, and *had felt glad* to be so near *him*."

MIDDLE CLASS—RHETORIC.

1. Why do we employ Figures of Rhetoric? Name and define five Figures, and illustrate each by an example.

2. What is Diction? What qualities of style are essential to good Diction? Criticise the Diction of the following extracts: "A journal is a sort of hash which suits the debilitated jaws of the multitude, and the blasé taste of some." "He stood in a posture of wonder." "You predicate an editorial on a wrong report of my speech."

3. Distinguish between the loose sentence and the period, and point out the advantages and disadvantages of each.

4. What is a balanced sentence? To what kinds of Composition is it best suited? Illustrate, by an example, what is called the Squinting Construction.

5. Punctuate the following extract:

"How sweet the moonlight sleeps upon this bank
Here will we sit and let the sounds of music
Creep in our ears soft stillness and the night
Become the touches of sweet harmony
Sit Jessica look how the floor of heaven
Is thick inlaid with patines of pure gold
There's not the smallest orb which thou beholdest
But in his motion like an angel sings
Still quiring to the young eyed cherubim

Give rules for all the points you have used.

6. What are the main parts of a sentence? Where should they be placed? Name some of the contrivances for securing inversion.

7. What are synonyms? Give three pairs of words that are exactly synonymous. Illustrate and explain the difference between sufficient and enough; benevolent and beneficent; discover and invent; willingly and voluntarily; animosity and hostility.

8. What is strength? Tell how it may be secured.

9. Give the rules for securing unity in a sentence.

10. Point out the figures in the following:

"But the jingling of the guinea helps the hurt that honor feels."

"The worth of a thing is best known by the want of it."

"O gentle Sleep,
Nature's soft nurse."

"The whole city came forth to meet him."

“Wisdom is gray hair to men.”

“Him like the working bee in blossom dust,
Blanched with his mill they found.”

“Knowledge comes, but wisdom lingers.”

“Shall he expire,
And unavenged? Arise, ye Goths, and glut your ire.”

MIDDLE CLASS—ALGEBRA.

1. Prove that $a^n + x^n$ is exactly divisible by $a + x$, when n is odd.

Find the greatest common divisor of $a^2 - 8a + 15$ and $a^3 + a - 12$.

2. Prove that $x^0 = 1$. Show that $x^n = \frac{1}{x^n}$.

Find the value of $\left(\frac{a}{a+b} + \frac{b}{a-b}\right) \div \left(\frac{a}{a-b} - \frac{b}{a+b}\right)$

3. Prove that $-a \times -b = +ab$.

Multiply together $x + y$, $x - y$, $x^2 + xy + y^2$ and $x^2 - xy + y^2$.

4. Show that any quantity may be transposed from one side of an equation to the other, if, at the same time, its sign be changed.

Find the value of the unknown quantity in the following:

$$4x - \frac{2x+19}{5} = 15 - \frac{7x+11}{4}$$

5. Expand $(3a + 2b)^5$.

6. Extract the square root of $x^6 - 6x^5y + 15x^4y^2 - 20x^3y^3 + 15x^2y^4 - 6xy^5 + y^6$.

7. What are similar radicals? Perform the operations indicated in the following:

$$4\sqrt{18} + 3\sqrt{32} - \sqrt{2} - 4\sqrt{8} + 5\sqrt{98}$$

8. Two tons of hay and 35 bushels of oats cost \$44, but if oats were to fall in price 20 per cent., and hay were to rise in price $33\frac{1}{3}$ per cent., they would cost \$51.20. Find the price of each.

9. Prove that a simple equation can have but one root. Solve

$$\sqrt{5+x} + \sqrt{x} = \frac{15}{\sqrt{5+x}}$$

10. Simplify $(a-b-c)-(b-c-a)+(c-b-a)-(a+b+c)$.

Factor a^6-x^6 , a^5+x^5 , $x^2-14x-51$, $2a^3+4a^2-70a$ and write out the product of $a-b+c$ multiplied by $a+b-c$.

JUNIOR CLASS—RHETORIC.

1. What is **Harmony**? How may the Harmony of a sentence be promoted?

2. Define punctuation. Punctuate and capitalize the following extract: "O what a revolution and what a heart must I have to contemplate without emotion that elevation and that fall little did I dream when she added titles of veneration to those of enthusiastic distant respectful love that she should ever be obliged to carry the sharp antidote against disgrace concealed in that bosom little did I dream that I should have lived to see such disasters fallen upon her in a nation of gallant men in a nation of men of honor and of cavaliers but the age of chivalry is gone that of sophisters economists and calculators has succeeded and the glory of Europe is extinguished forever."

3. What are the three essential marks of legitimate use?

4. What quality of Diction is promoted by the study of Synonyms? Give five pairs of synonyms.

5. Define a Loose Sentence and a Period. Name some advantages and disadvantages of the Long Sentence and of the Short Sentence.

6. Name the most important requisites of good Diction. Correct the Diction of the following:

"The whole nation applauded his magnanimity and greatness of mind."

"They had considered it prudent to skeedaddle."

"More than a century was allowed to transpire before the Mississippi was revisited by civilized man."

7. Explain the difference between purity and propriety of diction.

8. What is Unity? Give three rules for securing Unity.

9. In what part of a sentence should the subsidiary matter be placed?

Give examples of Inversion produced by *there* and *it*.

10. Correct any errors that occur in the following extracts:

“King Richard was a man of a revengeful and cruel spirit, and a passionate lover of poetry; he died on the 8th of April, 1199, left no issue, and was succeeded by his brother John.”

“Example appeals not to our understanding alone, but to our passions likewise.”

“I do not know what street he lives in.”

“They descended down from the mountain.”

“This summer, the ban of the Empire was published, and the execution of it given to the Duke of Bavaria, against the Elector Palatine.”

JUNIOR CLASS—GEOMETRY.

1. How many kinds of propositions are there in Geometry? To which kind do axioms belong?

Define a plane, a scalene triangle, an hypothesis.

When is one proposition said to be the converse of another? State the converse of the theorem, the greater angle of every triangle is opposite to the greater side.

2. The sum of any two sides of a triangle is greater than the third side.

Give the corollary and the scholium to this proposition.

3. If a straight line intersect two parallel straight lines, the sum of the interior angles on the same side will be equal to two right angles.

4. If the opposite sides of a quadrilateral are equal, each to each, the figure is a parallelogram.

State and prove the converse of this theorem.

5. In any continued proportion, the sum of the antecedents is to the sum of the consequents, as any antecedent to its corresponding consequent.

6. Define a chord, a sector, a secant, and an arc.

In equal circles, equal chords are equally distant from the centres; and of two unequal chords, the less is at the greater distance from the centre.

7. The angle formed by two secants, intersecting without the circumference, is measured by half the difference of the included arcs.

8. What are the parts of a problem? Of a theorem? Through a given point, to draw a straight line parallel to a given straight line.

9. In any triangle, the straight line which bisects the angle at the vertex, divides the base into two segments proportional to the adjacent sides.

10. The square described on the hypotenuse of a right-angled triangle, is equal to the sum of the squares described on the other two sides.

(a) Construct the figure required for the demonstration of this theorem.

(b) Point out the two figures whose sum must be proved equal to the third.

(c) Name the figures that must be proved equal in order to prove what is required in (b).

(d) What lines must be drawn to prove what is required in (c)? Tell why you draw them as you do.

(e) What figures must you prove equal in order to prove what is required in (c)?

(f) Give all the axioms employed in the proof of this theorem.

JUNIOR CLASS—ENGLISH LANGUAGE AND LITERATURE.

1. Give a brief sketch of Bryant. Name five poems written by him.

2. Name two great American Historians, and give the names of their most celebrated works.

3. Compare and contrast Longfellow and Whittier.

4. Name the greatest work of each of the following writers: Irving, Motley, Prescott, Longfellow, Whittier.

5. "But the long pomp, the midnight masquerade,
With all the freaks of wanton wealth arrayed,
In these, ere triflers half their wish obtain,
The toiling pleasure sickens into pain;
And e'en while fashion's brightest arts decoy,
The heart, distrusting, asks if this be joy.

- (a) What kind of a sentence? Give its principal predicates.
- (b) With all the freaks of wanton wealth arrayed. What? Why?
- (c) While fashion's brightest arts decoy. What kind of a clause? Why?
- (d) Ere triflers half their wish obtain. Analyze fully.
- (e) If this be joy. What kind of a clause? Why?
6. Name three pronouns that never change their forms to indicate a difference in number. Decline me, himself, your, ours and thou.
7. Correct the grammatical errors in the following:
- “Christians should love each other.”
- “Neither poverty nor riches are injurious.”
- “I expected to have been at home when you called.”
- “I like those sort of bonnets.”
- “The whole army were defeated and fled.”
- “That wife of my uncle's is always scolding her servants.”
- “How oft the sight of means to do ill deeds
Make ill deeds done.”
- “For thou art a girl as much brighter than she
As he was a poet sublimer than me.”
- “Him portioned maids, apprenticed orphans blest
The young who labor, and the old who rest.”
- “That he permitted not the winds of heaven
Visit her face too roughly.”
8. Give the rules for the formation of the comparative and superlative degrees of adjectives. Compare last, next, eldest, first and ill.
9. When should the Subjunctive form of the verb be used in conditional clauses?
- Give a synopsis of the verb *to be* in the Subjunctive Mood.
10. Parse the italicized words in the following extract:
- “But when the sun broke from the underground,
Then these two *brethren*, slowly, with bent brows,
Accompanying the sad *chariot-bier*,
Passed *like a shadow* through the field *that* shone
Full *summer*, to that stream *whereon* the barge
Pulled all its length in blackest samite lay.

COURSE OF INSTRUCTION.

Adopted June, 1873.

1. *General Suggestions.*—In the following course of study, detailed methods are left to the individual tact and skill of the teacher. Certain results are required; but it is not expected that all will reach those results in exactly the same way. The Text Books are an aid to teachers, but are subordinate to skillful teaching. Examinations will be held within the bounds of topics prescribed in the course, but will not necessarily be confined to the details of the Text Books.

2. *Divisions, Classes and Recitations.*—Each class in the Grammar Department may be advantageously divided into two sections for the purpose of recitation; but the discretion of the teacher must be exercised as to what recitations this division shall include. In memorized lessons, such as geography, history and word analysis, a class can, sometimes, with advantage be divided into sections of ten or twenty each, thus allowing most of the class to study while the few are reciting. In other lessons, as arithmetic and grammar, the undivided attention of the entire class is needed.

Every teacher should have an established order of exercises, which may be changed during the year according to the circumstances of the class. No uniform rule can be established respecting the frequency or length of recitations. Some part of the time each day must be allowed for study; but the amount to be given depends upon the character of the recitations. When a class is not divided into sections, the entire class must be allowed time for study, and taught how to study.

3. *Recitations and Use of Text Books.*—The aim of teachers in conducting recitations should be to ascertain if their pupils have given reasonable attention to lessons assigned for study, and to supplement the Text Book lessons with such illustrations and explanations as are necessary to a clear understanding of the subject.

The arrangement of lessons in Text Books is far from perfect, and the teacher must constantly exercise a wise discrimination,

both in assigning lessons and in omitting unimportant matter. In geography; while the whole may be read with open book, not more than one-fourth, at most, of the matter in each one of the Text Books used, ought to be memorized. The important points should be marked in every advanced lesson assigned for study; otherwise the mind of the child is burdened with too many details. In history, while the whole should be read in the class, not more than one-fifth should be marked for memorizing. In grammar, as a general rule, the notes and exceptions in fine print should be *read*, and not memorized. The Readers should be used as most valuable aids in composition, grammar and spelling. Recitation records should be kept; but it is by no means desirable that every recitation should be recorded.

Frequently the recitation of an assigned lesson should be brief, the principal part of the time being devoted to explanations and illustrations by the teacher. A written review, on Friday, will frequently afford the best standard of work during the week. It is not desirable that teachers be made recording clerks for pupils.

While recitations in history, geography and grammar may sometimes be conducted in writing, teachers are cautioned against a neglect of oral recitations.

Teachers are expected to explain each new lesson assigned, so that each pupil may know what he is expected to do at the next recitation and how it is to be done. Rules and definitions should be plain, simple and concise; and if deduced by pupils and teachers from the exercises, are more valuable than if memorized from the book. Teachers should never proceed with a recitation without the attention of the whole class. Simultaneous recitation should not be resorted to, except for the purpose of giving occasional variety to exercises, of arousing and exciting the class when dull and drowsy, of aiding to fix in the mind important definitions, tables etc., and also in certain spelling and elocutionary exercises.

4. *Arithmetic*.—In the Grammar Grades two Text Books are used, but they are used together, the same topics in each being taught in connection. Before taking up the subject of written fractions, the sections treating of fractions, in the Mental Arith-

metic, should be thoroughly learned, as an introduction to the written work.

One great object of the study of arithmetic is mental discipline. To secure this, it is better that the class should work under the immediate direction of the teacher. Hence the regulations forbidding teachers to assign any arithmetic lessons to be learned at home.

One hour a day will be amply sufficient to complete the course in each grade. The blackboards should be kept in constant use both by teachers and pupils.

Accuracy, rather than quickness should be the rule. The pupil should be taught the principle underlying every process in the fundamental rules of arithmetic. It is easier for the time to teach the child to place units under units and tens under tens; but the principle that obtains everywhere, in simple and compound numbers and decimals, is to place numbers of the same denomination under each other for addition.

It is easier to say "begin at the right hand column," but the *principle* is—begin at the lowest denomination. It is easier to say "write the right hand figure and carry the left hand figure to the next column;" but the principal is—to reduce the number to the next higher denomination, placing the remainder under the column added, since it is of the same denomination. The same principle runs through compound numbers. These hints apply to subtraction multiplication and division.

In multiplying 12 by $\frac{3}{4}$, a rule may be given to multiply the whole number by the numerator and divide the product by the denominator, but it is a better method to say that multiplying 12 by $\frac{3}{4}$ is taking three-fourths of 12; divide 12 by 4 to find $\frac{1}{4}$, which is 3, and multiply 3 by 3 to find $\frac{3}{4}$, and the same in other operations with fractions.

5. *Grammar*.—The study of language, though it is the most difficult of all the school studies, ought to be the most interesting. A skillful teacher can make it so. The omission of many of the technical formulas of the Text Books, now almost obsolete; the practical application of principles in composition; the

continued use of reading lessons, supplemented by the living teacher, will make grammar both useful and interesting.

6. *Geography*.—The Primary Geography is a book to be read and studied with open book in the class, rather than to be memorized. The mere pronunciation of names is a difficult task for young pupils. When teachers consider that the book contains more of detail than most adult heads can well carry, they will perceive the necessity of exercising common sense in the use of the book. One fourth of the questions, selecting the more important, will be more than enough to be memorized.

In the larger Text Books much of the “local geography” of the New England, Middle, Western and Southern States ought to be omitted. It is well enough for children residing in each of those sections to learn the whole of the Text Book relating to their particular section; but it is unreasonable to require the children of the Pacific Coast to lumber their minds with it.

7. *Writing*.—In writing-lessons, teachers should make use of the blackboard, all the members of the class attending to the same thing at the same time. Important letters and principles of the copy should be written on the board, both correctly and incorrectly, to illustrate errors and excellencies.

In the first lessons in the eighth and seventh grades, on the slate, the teacher should begin with easy words, including the simpler small letters and easy capitals. The teacher will find that children can learn to make easy capital letters quite as readily as small letters. Attention should constantly be called to the relative proportions of letters. When pupils begin to write with a pen especial attention must be given to the manner of holding it, as a bad habit formed in the first year is corrected afterwards with great difficulty. The skillful teacher will not be confined to the order of copies in the several numbers of the authorized copy books. In the Grammar Grades specimens of writing should be required and credited monthly.

8. *Spelling*.—Good spelling is an unmistakable sign of culture, and bad spelling of the lack of it.

The orthography of the English language is so difficult that it must receive a large share of time and practice in any course of

instruction and in every grade. The spelling book is only an aid to good spelling; the main reliance for forming a habit of correct spelling must be on the reading lessons, compositions and other written exercises as provided throughout the course. Written spelling is more valuable than oral, yet the former must not be used exclusively. Both the eye and the ear must lend their aid.

In oral spelling permit but one trial on a word. No assistance whatever should be given to pupils by pronouncing syllables or by mispronouncing words to indicate the spelling. Pupils should be required to pronounce each word distinctly, after it is dictated by the teacher. Pronounce every word distinctly, in a natural tone of voice. The thundering volume of the old-fashioned "spelling tone" adds nothing to the effect of a lesson in orthography.

9. *Composition*.—Exercises in writing compositions constitute the most practical part of grammar. They should be given in every class above the seventh grade, at least as often as once in two weeks, and still better, weekly.

Copying reading lessons from the open book will be found a valuable aid as an exercise in spelling, punctuation, the use of capitals and divisions of paragraphs. These should be followed by written abstracts of easy reading lessons from memory.

No exercise is more important than that of letter writing. Particular attention should be given to the form of beginning and ending; the date; paragraphs; margin; folding; superscription; sealing, etc.

If composition exercises are given frequently, it will be impossible for the teacher to perform the drudgery of correcting. Pupils should therefore be required to exchange exercises and correct them in the class, under the direction of the teacher. The exercise of criticism in correcting compositions is quite as valuable to the pupil as the original one of writing them. All corrected compositions should be recopied in a small blank book.

10. *Good Language*.—The correct use of language is a matter of *habit* rather than of technical study of the rules of grammar

It will be one of the arduous duties of every teacher, whether in high or low grade classes, to correct, daily, the inaccuracies of speech resulting from bad habits of pronunciation and in the use of language. The teacher should use plain and pure English, and require pupils to do the same. No provincialisms, no slang, no careless or slovenly pronunciation, should be allowed to pass unnoticed. Questions should be direct; answers, concise. Every answer should be a complete sentence.

11. *Morals and Manners.*—Set lectures on these topics will avail but little. Obedience to parents and teachers, kindness, honesty, truthfulness, generosity, self-denial, neatness and diligence, are cultivated in children, not by formal precept, but by calling these qualities into active exercise.

The exercise of good principles confirmed into habit is the true means of forming a good character. The moral faculties, like the intellectual, need daily development from the feeble germs of childhood. Children do not learn arithmetic and grammar merely by repeating rules and formulas; neither will they appreciate and assimilate the foundation principles of right and wrong as rules of action merely by the process repeating mottoes and maxims. The moral faculties are of slow growth; they need daily culture and exercise until the habit of right thinking and right doing is formed. There are evil tendencies in the child's nature to be repressed; there are germs of good qualities to be warmed into life and quickened in their growth; and this is the work of skilful teachers during many years of school life.

The selfishness of children is the greatest obstacle to moral training. To teach self-denial and self-control must be the constant care of the teacher. Every case of quarreling, cruelty, fraud, profanity and vulgarity, should be made the occasion of a moral lesson.

Good manners are intimately connected with good morals, and teachers should improve every opportunity to teach civility and courtesy. In the Primary schools, teachers should give particular instruction in the common rules of politeness. The manners of children in their intercourse with schoolmates should receive constant attention. The position of the pupil in his seat, his

movements in and out of the room, his manner of reciting, should all be carefully noticed.

No teachers can expect to make their pupils more civil or more courteous than they show themselves to be. In dress and in manner, they must *be* what they would have their pupils *become*.

13. *Examinations and Promotions.* The course of study can be completed by most pupils in one year for each grade. Whenever any exceptional pupils can master the work in less time, they can be promoted at the discretion of the Principal.

The annual examination will afford a general test of fitness for promotion, but it is not always a sure guide. It must be supplemented by the judgment of teachers. While pupils should not be hurried through a grade, nor crammed for examination, it is not advisable to retain them too long on one grade.

No reports of the average percentage of classes will be required at the end of the year, as classes differ so much in the ability of pupils, and teachers differ so widely in their manner of crediting, that percentage affords no just basis of comparison.

REGULATIONS OF PRIMARY SCHOOLS.

SECTION 1. *Grade.*—The Primary Schools form the lowest grade in the system of public instruction in this city, and in them are taught the rudiments of an education.

SEC. 2. *Principals and Teachers.*—Each separate Primary School shall be taught by a Principal, and such assistants as may be necessary. In Schools having eight or more classes, an assistant may be appointed to take charge of the highest grade, so that the time of the Principal may be devoted to the supervision of the school.

SEC. 3. *Classes.*—A full class in the fifth and sixth grades, shall consist of sixty registered pupils, and in the seventh and eighth grades, of seventy pupils, provided they can be comfortably accommodated in the classroom.

SEC. 4. *Control*.—All primary classes in the same building with a Grammar School, or connected with one by action of the Board, shall be under the control of the Grammar Principal.

SEC. 5. *Lessons*.—No lessons or written exercises shall be assigned to primary pupils to be studied or prepared at home. In arranging their schedules of recitations, teachers must allow time for study in school.

SEC. 6. *Writing and Drawing*.—Instruction in writing, drawing, and morals and manners, shall be given by assistants, as directed by Principals.

SEC. 7. *Oral Examinations*.—Oral lessons shall be given, as directed by the Principal, and all examinations in this branch shall be conducted orally.

SEC. 8. *Physical Exercises*.—Physical exercises shall be given in every class at least twice a day.

SEC. 9. *Text Books for Teachers*.—Each teacher shall be provided with a copy of Sheldon's Elementary Instruction, as an aid in Oral Lessons, and in Methods of Teaching.

SEC. 10. *Vocal Music*.—At least ten minutes daily, in each class, shall be devoted to instruction in vocal music; the Principal of each school shall arrange exchanges of classes and teachers so that the specified instruction may be given. Examinations in music shall be conducted orally, but in musical notation, examinations may be conducted in writing.

COURSE OF STUDY.

EIGHTH GRADE.

SEC. 11. *Arithmetic*.—Adding, subtracting, multiplying and dividing numbers, no combination to exceed 10. Method "Grube's System." See Appendix.

Reading and Spelling.—Charts from I to VI; First Reader, spelling from the charts and readers, orally.

Writing.—Script letters and easy capitals.

Oral Lessons.—The five senses, their organs and use ; common objects ; conversational lessons on domestic animals ; primary and secondary colors.

Vocal Music.—Singing, *by rote*, the exercises given in “Mason’s National Teacher,” Chapter Fourth ; the ascending and descending scale sung by the scale names, and by syllables.

Singing, *by rote*, four songs from the First Music Reader. Time—at least ten minutes, daily.

SEVENTH GRADE.

SEC. 12. *Arithmetic.*—Addition, subtraction, multiplication and division of numbers, according to the Grube System, highest combination 25 ; mental operations united with written work on the blackboard.

Reading, writing, adding and subtracting decimals not exceeding twenty-five hundredths ; written multiplication and division of decimals less than twenty-five hundredths, by whole numbers, less than 10.

Text Book to page 40.

Reading and Spelling.—Second Reader. Writing from dictation one paragraph from a reading lesson, weekly ; copying from the open Reader, once in two weeks, a lesson as an exercise in spelling, punctuation and capitals.

Writing.—On slates and blackboards ; pens and paper used in classes provided with desks ; capitals and small letters.

Oral Lessons.—Color Chart ; common plants, Chart XXI ; conversations on wild animals.

Vocal Music.—Continued practice of the scales, and four more songs from the First Music Reader.

Musical notations from the blackboard, the pupils to copy the notes and other signs on their slates to the following extent : notes, long and short ; measures, bar and double bar ; rests, short and long ; the staff, degrees, lines and spaces ; the G clef.

For directions, see “Mason’s National Music Teacher,” lessons one to seven. Time—at least ten minutes daily.

SIXTH GRADE.

Sec. 13. Arithmetic.—Operations, both mental and written in addition, subtraction, multiplication and division, the Grube System: Limit 100. One division, or half the class, must be sent to the blackboard for at least fifteen minutes, daily. *Principals must enforce this requirement.* Numeration and notation to thousands.

Decimals. Addition and subtraction; maximum limit, 99 hundredths. Multiplying and dividing decimals by whole numbers, blackboard work. Maximum limit as above. Operations on cents as decimals of a dollar. Text Book to page 72. Explanations of the common fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{10}$; adding, subtracting, multiplying and dividing.

Model: $\frac{1}{2} + \frac{1}{2} = 1$; $\frac{1}{2} - \frac{1}{2} = 0$; $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$; $\frac{1}{2} \div \frac{1}{2} = 1$. Illustrations by means of apples.

Language.—Naming nouns and verbs; correcting common errors of speech. Exercises in the correct use of *is*, *are*; *see*, *saw*; *did*, *done*. Practice in the use of capital letters; short abstracts of easy reading lessons, as a preliminary to original compositions; copying from the Reader, lessons, or parts of lessons, to cultivate the habit of correct spelling, punctuation and use of capital letters.

Geography.—Preparatory lessons; Points of the Compass. Direction of a few principal streets in the city. Divisions of land and water in and around San Francisco. Lessons on Outline Maps of the World.

Reading and Spelling.—Third Reader; defining of tabulated words at the head of each reading lesson; dictation of paragraphs to be written, weekly.

Word Book.—Five month's work, or one-half of "First Year's Work."

Oral Lessons.—Plane figures; lines and angles, from the chart; color chart; conversational lessons on common articles which are eaten and worn.

Lessons on Weights and Measures; foot and inch; pint and quart; pound and ounce.

Vocal Music.—Continuation of songs through the First Music Reader by rote, with a view to having the pupils learn the same by note.

First series of Music Charts for daily practice.

The first six sounds of the scale in the key of G, written upon the staff in the G clef.

The signification of the repeat, the slur, and the following letters—p, pp, f, ff, mf.

Triple, quadruple and sextuple time, and manner of beating them. Notation of eighth notes, and quarter notes. From “Mason’s National Music Teacher,” lessons twelve to seventeen; twenty-one, twenty-four and twenty-six. Time—at least ten minutes, daily,

FIFTH GRADE.

SEC. 14. *Arithmetic.*—Multiplication and division from the Text Book, omitting all verbiage, such as definitions and complicated analysis of composite numbers, factors, compound numbers and fractions. Multiplication and division of decimals not exceeding ten thousandths by whole numbers. Multiplying and dividing by decimals not exceeding hundredths. Multiplying whole numbers by $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{5}{8}$. Multiplying and dividing these fractions by whole numbers not exceeding 10. Adding and subtracting any two of these fractions. French’s First Lessons in Numbers, including tables of compound numbers. Robinson’s First Lessons in Mental and Written Arithmetic.

Language.—Learning to distinguish Declarative, Interrogative, Imperative and Exclamatory sentences. Constructing sentences and distinguishing nouns, verbs and adjectives, and selecting such words from the Reading Lessons. Constructing sentences to express present, past and future time. Modifiers of verbs to tell *when*, *where* and *how*. Correct use of *an* and *a*; *this*, *that*; *these*, *those*. Correcting common blunders and errors in the use of *was*, *were*; *did*, *done*; *saw*, *seen*; *go*, *went*, etc. Analysis of simple sentences extending to the meaning of subject, predicate, object and adverbial modifiers. Once in two weeks, composition exercises consisting of letter writing, abstracts of easy reading lessons transposing easy poetry into prose, reports of oral lessons, and simple descriptions of objects.

Geography.—The whole to be read with open book, but not more than one-fourth, including the leading points, to be memorized.

All detailed map questions to be answered by pupils with the map open before them in recitation. From page 22 to 32, pupils required to find the answers with open book; nothing to be memorized.

Reading and Spelling.—Fourth Reader, first half. Spelling and defining tabulated words at the head of each reading lesson. Dictation of one or more paragraphs of a reading lesson, at least weekly. Copying, occasionally, from the open book, a reading lesson, to cultivate the habit of correct spelling, punctuation, the use of capitals, and division into paragraphs.

Word Book, second half of "First Year's Work."

Oral Lessons.—Animals, Chart XVI; Plants, Chart XXII; Color Chart; Box of Solids.

Lessons on yards, feet and inches, drawn on the blackboard. How to find square contents of surfaces in yards, feet or inches. All tables as given in the Text Book on Mental Arithmetic.

Vocal Music.—Music Charts for daily practice, and songs and exercises, by note, from the First Music Reader. Sharps and flats, and their use. The Major Diatonic Scale, by its intervals. Mason's National Music Teacher, lessons twenty-five, twenty-seven, twenty-nine and thirty-three. Time, at least ten minutes daily. For promotion, pupils should be able to write at dictation, the whole, half, quarter and eighth notes, and their corresponding rests; to write the staff and G clef in its proper place on the staff; to write at dictation upon the staff with the G clef, the notes representing the following sounds and pitches:
 \bar{g} , \bar{a} , \bar{b} , \bar{c} , \bar{d} , \bar{e} , \bar{f} , \bar{g} , \bar{a} , \bar{b} , \bar{c} , \bar{d} , \bar{e} , \bar{f} , \bar{g} ; also, \bar{f} sharp, \bar{f} sharp, \bar{c} sharp, \bar{b} flat.

REGULATIONS OF GRAMMAR SCHOOLS.

SEC. 15. *Grade.*—The Grammar Schools form the second grade in the system of public instruction established in this city,

and in them are taught the common branches of an English education.

SEC. 16. No school shall be a Grammar School unless it shall have an average attendance of one hundred and twenty-five pupils in the grammar grades; such grading to be ascertained by the Superintendent, and by him reported to the Board.

SEC. 17. *Teachers.*—Each Grammar School shall be instructed by a Principal, Vice-Principal, and such assistants as may be needed. Any Grammar School having an average attendance of five hundred or more in the grammar department, may be allowed two or more Vice-Principals. Any assistant, other than a Vice-Principal, teaching a class of the first grade, shall be ranked as Head Assistant.

SEC. 18. *Duties of Principals.*—Principals are required to instruct the highest class of the first grade in arithmetic, book-keeping and grammar, or in studies equivalent to these as may be allowed by the Committee on Classification. In the Cosmopolitan Schools the duties of the Principals shall be defined by the Committee on Cosmopolitan Schools. In schools having two or more Vice-Principals, the Principal may devote his whole time to the supervision and direction of assistants and their classes, and the Vice-Principals shall instruct the classes of the highest grade.

SEC. 19. *Duties of Vice-Principals.*—Vice-Principals, in schools for boys, and for boys and girls, except as provided in Sec. 18, shall instruct the class next in grade to the highest, and shall take charge of the school in the absence of the Principal. The Principal shall assist the Vice-Principal in taking charge of the boys while in the yard; and in schools which have two yards for boys, the Principal shall supervise one and the Vice-Principal the other. In schools for girls exclusively, the Vice-Principal shall teach the first class in branches not required to be taught by the Principal.

SEC. 20. *Music and Drawing.*—Vocal music and drawing shall be taught by the special teachers in those branches, aided by Principals and assistants, and shall in all respects be regarded as regular school studies.

In schools provided with halls, the classes shall assemble for general singing exercises once a week.

At least ten minutes daily—excepting days on which lessons are given by the Special Music Teacher—shall be devoted by the teacher of each class to instruction in music, as required in the course of study; and, in case any teacher does not understand enough of music to give the instruction required, the Principal of each school shall so arrange an exchange of classes and teachers that the specified instruction may be given.

Examinations in musical notation may be in writing; but the examination in singing shall be oral, and shall be counted equal with musical notation.

SEC. 21. *Lessons out of School.*—Lessons assigned for home study shall not be such as to require a pupil of average capacity to study more than one hour a day. Exercises in grammatical analysis and written arithmetic shall not be assigned for home study.

SEC. 22. *Arithmetic.*—In teaching arithmetic all teachers shall be at liberty to use any Text Books for the purpose of illustration or for examples; but such books shall not be used to the exclusion or neglect of the prescribed Text Books, nor shall pupils be required to furnish themselves with any but the prescribed books.

SEC. 23. *French and German.*—In the Cosmopolitan Schools, and in such other schools as may be ordered by the Board, the study of both the French and German languages may be pursued, and two hours a day shall be allowed for these languages.

SEC. 24. *Number in Class.*—A full class in each of the grammar grades shall consist of 54 registered pupils, provided that number can be comfortably seated in the school-room.

SEC. 25. *Oral Lessons.*—In schools provided with cabinets, the Principals shall give to all grammar grades general object lessons on metals and minerals, and shall use the philosophical apparatus, if there be any, to illustrate oral lessons in natural philosophy.

SEC. 26. *Writing.*—Writing shall be conducted as directed by the Principals.

SEC. 27. *Morals and Manners*.—Lessons on morals and manners shall be given by Principals, or, as they may direct, by their assistants.

SEC. 28. *Friday*.—In all the grades Friday may be devoted to oral and written examinations and reviews, and general exercises.

FOURTH GRADE.

SEC. 29. *Arithmetic*.—Addition, subtraction and multiplication and division of decimal and common fractions; United States money.

Operations in common fractions generally limited to small fractions, such as halves, thirds, fourths, fifths, sixths, sevenths, eighths, ninths, tenths, elevenths and twelfths. Long and complicated questions in the Text Book omitted.

Particular attention to be given to the analysis of operations. Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

One-half the Text Book.

Language.—Naming all the parts of speech from the reader. Declension of personal pronouns; number and case of nouns; comparison of adjectives, and conjugation of the verb *to be* in the Indicative Mood.

Analysis of simple sentences; subject; predicate; modifiers of subject; modifiers of predicate.

Geography.—Through the United States. California.

The whole to be read and studied with open book, but not more than one-fourth to be assigned for memorizing. The teacher will mark the important parts to be learned in each advance lesson.

Detailed map questions on the United States to be answered by pupils with the map open in recitation:—

[Lessons 34 to 44; 52 to 58; 71 to 78; 82 to 92.]

Reading and Spelling.—Fourth Reader completed. Defining from the Reader.

Word Book. One-half of "Second Year's Work."

Vocal Music.—Review of musical notation in the Fifth and Sixth Grades. Pupils taught to write the scales of C, G, and F, Major, upon the staff with g clef, and their proper signatures; to name the pitches of the sounds composing these scales in their order; and to read and sing, by note, simple melodies and exercises in the keys of C, G and F. Mason's Second Series of Charts and Second Music Reader. Time, ten minutes daily.

THIRD GRADE.

SEC. 30. *Arithmetic.*—Review of decimal and common fractions and United States money; compound numbers and reduction, omitting obsolete tables. Special attention to be given to the analysis of operations.

Mental Arithmetic in connection with written, the same topic in both kinds being taught at the same time.

Text Book completed.

Grammar.—The subject, a word, a phrase or clause. The predicate a verb, or the verb *be* with attributes. The subject, modified by adjectives, words, phrases and clauses; the predicate, modified by adverbial words, phrases and clauses, and by objective words, phrases or clauses. Simple, complex and compound sentences. Verbs, transitive, intransitive and neuter, regular and irregular. Principal parts of 20 irregular verbs in most common use. The three cases of nouns and pronouns. Conjugation of verbs in the Indicative Mood. Parsing and analysis of easy sentences from the Reader. Composition, once in two weeks; letter writing; reports of oral lessons; transposition; abstracts of lessons in reading and geography.

Geography.—Text Book completed; the Pacific Coast. The whole to be read with open book, but not more than *one-fourth* to be memorized, marking in each advanced lesson the leading points.

Outlines. The two chief cities in each of the United States, and in each of the important countries of the world.

Reading and Spelling. Fifth Reader, first half. Word Book completed.

Vocal Music.—Major and relative minor scales, and major and minor intervals. Singing by note in the clefs of C, G, D, A, B flat and E flat. Mason's Second Series of Charts and Second Music Reader. Time, at least ten minutes daily. Lessons by the Special Music Teacher, half an hour weekly.

SECOND GRADE.

Sec. 31. *Arithmetic.*—Common and decimal fractions; compound numbers and reduction, omitting duodecimals and obsolete tables. Review with special reference to the explanation of principals and the analysis of operations, particularly in fractions. Mental Arithmetic, carried along in connection with written, the same topics in both kinds being taught at the same time.

Grammar.—Definitions of the parts of speech, conjugation of verbs. Correcting examples in false syntax from the Text Book. Exercises in sentence-building; simple, complex and compound sentences. Important notes and exceptions *read* in the class, but not memorized. Analysis and parsing of simple, complex and compound sentences from the reading lessons. Compositions, once in two weeks, on the same subjects as specified in the first grade.

Geography.—Text Book reviewed. California and Nevada. Omit at least three-fourths of the map questions, marking only the important ones in each lesson, and, in the descriptive geography requiring only important facts to be memorized.

History.—Discoveries, colonial settlements and wars, and the Revolution; the whole to be read and discussed in the class. Text Book to be used as a reader.

Reading and Spelling.—Fifth Reader completed. At least a weekly exercise in writing paragraphs dictated from the Reader. Spelling important words in every lesson, to cultivate the habit of observing the orthography of words.

Word analysis, one-half of Text Book, Part I.

Vocal Music.—Chromatic scales and intervals; review of lessons and exercises in the first part of the Song Book, singly and in concert. Simple exercises in the usual keys, at sight. Songs

for two voices, Soprano and Alto. Mason's Third Series of Charts. Time, ten minutes daily. Lessons by the Special Music Teacher, half an hour weekly.

FIRST GRADE.

SEC. 32. *Arithmetic.*—Simple and compound interest. Partial payments (U. S. Rule); commission and brokerage; stocks, profit and loss; banking; discount; square root and mensuration. Review with special reference to the discussion of principles and the analysis of operations; Mental Arithmetic taken in connection with the review of topics in written arithmetic.

Grammar.—Syntactical parsing and analysis of sentences from the reading lessons, with a general review of the Text Book.

Weekly exercises in composition, consisting of abstracts of reading lessons; transposition of poetry into prose; abstracts of lessons in geography and history; reports of oral lessons, letter writing, and miscellaneous subjects.

Geography.—Outlines of physical geography, to be given to the class by the teacher.

Topics.—Mountains and mountain ranges; oceans and ocean currents; rivers, plains and plateaus; trade winds and rain winds; climate and races; characteristic animals and plants of the different zones. Taught without a Text Book.

History.—Text Book completed. Constitution of the United States read, with conversational lessons. Text Book to be used as a reader.

Reading and Spelling.—Fifth Reader reviewed. Spelling in connection with reading lessons, and with written exercises in other studies.

Word analysis. Text Book completed.

Vocal Music.—Exercises of the second grade reviewed and continued. Songs for Soprano and Alto. Singing easy songs and exercises by note at sight.

SEC. 33. *Authorized Text Books in Grammar and Primary Schools:*

Robinson's Practical Arithmetic 1st and 2d Grades.
Robinson's Rudiments of Arithmetic 3d and 4th Grades.

Robinson's First Lessons.....	5th and 6th Grades.
Colburn's Intellectual Arithmetic.....	1st and 2d Grades.
French's First Lessons in Numbers....	5th, 6th and 7th Grades.
Brown's First Lines in Grammar.....	1st and 2d Grades.
Monteith's Manual of Geography.....	2d, 3d and 4th Grades.
Monteith's Introduction.....	5th Grade.
McGuffey's Eclectic Fifth Reader.....	1st, 2d and 3d Grades.
McGuffey's Eclectic Fourth Reader.....	4th and 5th Grades.
McGuffey's Eclectic Third Reader.....	6th Grade.
McGuffey's Eclectic Second Reader.....	7th Grade.
McGuffey's Eclectic First Reader.....	8th Grade.
Swinton's Condensed History of the United States.....	1st and 2d Grades.
Swinton's Word Book.....	6th, 5th, 4th and 3d Grades.
Swinton's Word Analysis.....	2d and 1st Grades.
Ahn's German method.....	1st, 2d, 3d and 4th Grades.
Werz's German Reader.....	1st and 2d Grades.
Grauert's Second Reader.....	3d, 4th and 5th Grades.
Ahn's Rudiments.....	5th, 6th and 7th Grades.
Douai's First Reader.....	6th and 7th Grades.
Otto's French Grammar.....	1st, 2d and 3d Grades.
Pylodet's Beginning French.....	7th and 8th Grades.
Pylodet's Beginner's French.....	6th and 5th Grades.
“ Second.....	4th, 3d and 2d Grades.
Mason's 1st Music Reader.....	7th and 6th grades.
“ 2d “ “.....	5th and 4th Grades.
As ordered by the Board.....	3d, 2d and 1st Grades.

Books recommended for the use of Teachers:—

Hart's First lessons in Composition.

French's Mental Arithmetic for 4th and 3d Grade's.

Monroe's Physical and Vocal Culture.

Supplementary.—Teachers are forbidden to advise or require pupils to purchase any books whatever, except such as are specified in the preceding list; nor are they allowed to advise or require their pupils to purchase any other articles whatever, other than drawing materials, except the following: A Slate, in all grades; a Blank Book for Compositions, 1st, 2d, 3d, 4th

and 5th Grades; a Blank Book for French and German in 3d, 4th and 5th Grades. No pupils shall be required to purchase Blank Books for Spelling Exercises, as the Department furnishes paper for the use of pupils.

Sec. 34. Authorized Instruments in Mechanical and Drawing. Boys' High School, and 1st and 2d Grades of Boys' Grammar Schools.—Box of Compasses; Drawing Board 14 by 20 inches; T Rule; Right Angled Triangle; Faber's Pencil (HHHHHH); Rubber; Drawing Pins; Draughtsman's Scale; Whatman's Drawing Paper.

Third Grade.—Same as the First and Second, with the exception of a Protractor in place of the Box of Compasses.

Fourth Grade.—Drawing Book, Rubber and Cards.

Girls. First and Second Grades: First half-year.—Drawing Book; Drawing Cards; Rulers; Rubber; Pencil (HH), or No. 4.

Second Half Year.—For Crayon Drawing: Bristol Board and Whatman's Paper; Drawing Card; Box of Faber's Pencils; Rubber.

Third Grade.—Drawing Book; Drawing Cards; Box of Faber's Pencils, or Nos. 2 and 3; Rubber.

High School.—The same as in the First and Second Grades of the Grammar Schools.

Sec. 35. Articles supplied from the Depository. NOTE.—All requisitions for these articles will be addressed by teachers to the Secretary of the Board: Paper for use of pupils; Pens, 303 and 404; Pen Holders; Ink; Slate Pencils; Pencil Baskets; Chalk Crayons; Blackboard Rubbers; Blackboard Pointers; Waste Baskets; Wash Basins; Writing Charts; Webster's Academic Dictionary for teachers' desks; Bells for teachers' desks; Large Bells; Inkstands; Penracks; Paper Files; Towels; Drinking Cups; Hard and soft coal and kindling; Clocks.

Plain envelopes, not to exceed 100 per month for each school of twelve classes, and in the same ratio for other schools,

Willson's Charts, one set for each Grammar School, and each Primary School of four or more classes.

Outline Maps, one set for each Grammar School, and each Primary School of eight or more classes.

Payson and Dunton's Penmanship Charts, one set for each Grammar School, and for each Primary School of four or more classes.

Dusters, Coal Scuttles, Pokers, Coal Shovels.

SEC. 36. *Blanks and Forms prescribed by the Board and furnished to teachers:—*

1. State Register.
2. Class Record.
3. Monthly Report Card for Pupils.
4. Weekly Merit Cards for Pupils.
5. Monthly Report of Attendance.
6. Transfer Blanks.
7. Detention of Pupils.
8. Notices of Absence to Parents.
9. Books for Indigent Children.
10. Requisitions for Repairs and Supplies.
11. Certificates for Probationary Teachers.
12. Requisitions for Standing Supplies from the Depository.
13. Certificates of Promotion.
14. Teachers' Time Tables.
15. Blanks for List of Books needed by Pupils.
16. Rules and Regulations of the Board.

COURSE OF DRAWING.

PRIMARY GRADES.

DRAWING shall be taught in the Primary Grades, according to the Schedule, under the general direction of the Special Teachers of Drawing.

Assistants are required to strictly carry out the specific instructions of the Special Teachers, as to time and methods, and to aid the Special Teachers in whatever manner may be required. Principals are required to enforce the directions of the Drawing Teachers, and to have a general supervision over the drawing exercises.

The Special Teachers of Drawing shall act under the direction of the Committee on Classification, who shall determine from

time to time the details of the course of instruction in Drawing; said Committee shall Report to the Board whatever instructions may be given to the Special Teachers in Drawing.

GRAMMAR GRADES.

In the Grammar Grades the drawing shall be conducted according to the general schedule by the Regular Teachers, assisted by the Special Teachers. Principals of Grammar Schools are required to enforce the directions of the Drawing Teachers, and to allow for drawing the full schedule time.

In classes composed exclusively of boys, the course in the Fifth and Fourth Grades shall consist of exercises preliminary to Architectural and Mechanical Drawing, as taught in the First and Second Grades.

The Committee on Classification shall determine what drawing books and materials shall be furnished to the pupils free of expense, for use in the Department.

TIME SCHEDULE OF DRAWING

IN THE PUBLIC SCHOOLS OF SAN FRANCISCO.

Schools.	Grades.	No. of Lessons per Week.	Length of Lesson.	Drawing on	Taught by
1. Primary Schools.	7 and 8.	Two.	30 minutes.	Slates.	Regular Teachers and Special Teachers.
2. Primary Schools.	*6 and 5.	Two.	30 minutes.	Paper.	Regular Teachers and Special Teachers.
3. Grammar Schools.	*3 and 4.	Two.	30 minutes.	Paper.	Regular Teachers and Special Teachers.
4. Grammar Schools.	*2 and 1.	One.	60 minutes.	Paper in blank books and text books.	Regular Teachers and Special Teachers.
5. High Schools.	Lower Classes.	One.	60 minutes.	Paper in blank books and text books.	Regular Teachers.
6. High Schools.	*Higher Classes.	One.	60 minutes.	Paper in blank books and on sheets.	Special Instructors.
7. Normal Schools.	*All the Classes.	Two.	60 minutes.	Paper in blank books	Special Instructors.

All the classes marked "*" are to draw upon the blackboard when the lesson is suitable to such an exercise; one-third of the class to draw each lesson, so that the whole class will have drawn upon the board every three lessons.

SCHEDULE OF COURSE OF INSTRUCTION IN DRAWING.

Where two alternative subjects are named, one is to be taken one week, and another the following week.

Reference to a Text Book means that whatever drawing-book is in use in the schools shall be drawn from, as a distinct exercise.

1. Free-hand outline from cards, charts and blackboard lessons, the first copies. Memory lessons, drawing previous exercises from memory. Definitions of plane geometry to be learned by heart, and illustrations drawn. Dictation lessons of right-line figures and simple curves.

2. The more advanced copies in cards, charts and blackboard lessons. Memory and dictation lessons (without illustrations). Object lessons, illustrated by drawings. Geometric definitions, drawn on a large scale.

3. Free-hand outlines of ornament and objects, from blackboard. Lessons in Text Book. Memory and dictation lessons. Geometrical exercises—plane geometry, problems of constructional figures.

4. Free-hand outline drawing, from solid models. Geometrical drawing, up to the end of the course. Mechanical.

5. Model and object drawing, with exercises in perspective, drawn by the free-hand. Shading from models and copies.

6. Perspective by instruments. Design in color and shadow. Projection.

7. Object drawing and design. Ornamental design. Advanced dictation and memory lessons. Lessons in teaching drawing. Perspective, advanced. Designing, blackboard examples.

REGULATIONS OF THE BOYS' HIGH SCHOOL.

SEC. 37. *Purpose.*—The Boys' High School is established to afford boys who have graduated from the Grammar Schools an opportunity for a more liberal education, and to fit those who desire it for entering the University of California.

SEC. 38. *Rules.*—The Principal shall have the general supervision of the school and the direction of assistant teachers. The general rules and regulations of the Department shall apply to this school.

SEC. 39. *Admission.*—The standard of admission shall be that of graduation from the Grammar Schools.

SEC. 40. *Classification.*—When admitted, pupils shall be arranged in divisions according to their proficiency, and shall be graded subsequently according to their scholarship.

SEC. 41. *Graduating Exercises.*—The graduating exercises shall be held annually in the month of September.

ENGLISH COURSE—SECOND JUNIOR CLASS.

SEC. 42. *Mathematics.*—Geometry, Books I, II; Algebra, Chapters I, II; Arithmetic, Simple and Compound Proportion; Analytical Operations in Common and Decimal Fractions; Metric System.

Natural Science.—Natural Philosophy.

English Language.—Grammar, Sentence-Analysis and Sentence-Building.

History.—Greece and the East.

FIRST JUNIOR CLASS.

Mathematics.—Geometry, Books III and IV; Algebra, Chapters III, IV, V; Arithmetic.

Natural Science.—Natural Philosophy.

English Language.—Composition; Laws of Description, Narration and Exposition.

History.—Rome.

MIDDLE CLASS.

Mathematics.—Geometry, Books V, VI, VII; Algebra, Chapters VI, VII, VIII; Arithmetic, Square Root, Cube Root and Mensuration.

Natural Science.—Chemistry.

English Language.—Grammar and Rhetorical Parsing; Principles of Persuasion; Poetical Composition and Figures.

History.—Middle Ages and Fifteenth Century.

SENIOR CLASS.

Mathematics.—Geometry, Books VIII and IX; Trigonometry; Mensuration; Church's Descriptive Geometry; Algebra, Chapters X, XI.

Natural Science.—Exercises in Mineralogy, Zoology and Physiology.

English Language.—Properties of Style, Rhetorical Parsing.

History.—17th, 18th and 19th Centuries.

French and German optional throughout the course.

Composition and Elocution throughout the entire course.

CLASSICAL COURSE—SECOND JUNIOR CLASS.

SEC. 43. First year. Harkness' Introductory Latin Book.

FIRST JUNIOR CLASS.

Harkness' Latin Reader and Grammar; McClintock and Crook's First Greek Book.

MIDDLE CLASS.

Four Books of Cæsar; McClintock and Crook's Second Greek Book; Seven Orations of Cicero; Three Books of Xenophon's Anabasis.

SENIOR CLASS.

Selections from Virgil; Harkness' Latin Prose Composition; Four Books of the Iliad; Hadley's Greek Grammar.

In Mathematics, English Language and History, the studies of the Classical Course are the same as in the English Course during the first two years.

AUTHORIZED TEXT BOOKS IN THE BOYS' HIGH SCHOOL.

SEC. 44. Davies' Mathematics, with the exception of Arithmetic.

Natural Science.—Rolfe and Gillett; Elliott and Stores' Chemistry; Agassiz and Gould's Zoology; Dana's Mineralogy; Hutchinson's Physiology.

English Language.—Bain's Rhetoric; Cleveland's American Literature; Cleveland's English Literature.

Miscellaneous.—Bryant and Stratton's Bookkeeping; Monroe's Vocal Training.

TEXT BOOKS OF CLASSICAL COURSE.

Harkness' Introductory Latin Book, Reader, Grammar and Prose Composition.

Hanson's Latin Prose Book and Poetry Book.

McClintock and Crook's First and Second Greek Book.

Hadley's Greek Grammar.

Boise's Anabasis and Anthon's Homer.

German.—Ahn's Method; Otto's Grammar; Werz's "Schul und Hausfreund;" Oehlschlager's "Lebensbilder."

French.—Otto's Grammar; Dumas' Napoleon; Litterature Française.

GIRLS' HIGH AND NORMAL SCHOOL.

SEC. 45. *Purpose.*—The Girls' High and Normal School is established to furnish those girls who have graduated from the Grammar Schools with the opportunity for a higher intellectual culture, to prepare them for admission to the University of California, and to qualify those who desire it for the occupation of teaching.

SEC. 46. *Rules.*—The Principal shall have the general supervision of the school and the direction of assistant teachers. The general rules and regulations of the Department shall apply to this school.

SEC. 47. *Admission.*—The standard of admission shall be that of graduation from the Grammar Schools.

SEC. 48. *Graduation.*—Pupils who have completed a three years' course of study in a satisfactory manner shall be entitled to receive a diploma. Graduates who desire to become teachers may pursue the course of study for a fourth year, shall teach in the Model School, and, on graduating, shall be entitled to receive a City Educational Diploma, entitling them to teach in the public schools of San Francisco.

Sec. 49. *Classification*.—When admitted, pupils shall be arranged in divisions according to their proficiency, and shall be graded, subsequently, according to their subsequent scholarship.

Sec. 50. *Study at Home*.—The lessons assigned for home study shall not be such as to require pupils of average capacity to study more than one hour a day, exclusive of Composition and Drawing.

COURSE OF STUDY.

Sec. 51. *First Year*.—Geometry, Books I, II; Algebra, to Simple Equations containing Two Unknown Quantities; Ancient History; Physiology; Grammar, including exercises in Sentence-Analysis and Sentence-Building; Etymology and Synonyms; English Literature, comprising a study of Select Authors, with criticism; Rhetoric, Chapters I, II, III; Arithmetic, review of Analytical Methods in Common and Decimal Fractions.

Second Year.—Geometry, Books III, IV, V; Algebra, to Quadratic Equations; Modern History; Chemistry; Botany; Rhetoric, Hart's Completed; English Literature, Adopted Authors continued; Grammar continued; Arithmetic, Interest and Square Root.

Third Year.—Algebra, completed; Physics; Rhetoric, Bain's, completed; English Literature; Astronomy; Arithmetic, Cube Root, Mensuration and Metric System.

GENERAL STUDIES.

Sec. 52. Exercises in Reading, Elocution and Composition, continued in every class throughout the entire course.

Vocal Music, half an hour in each class, weekly, throughout the course.

French and German, Latin and Greek, optional, throughout the course.

CLASSICAL COURSE.

Sec. 53. Whenever there shall be a sufficient number of pupils desiring instruction in the ancient languages to form a class of fifteen or more members, a classical course shall be established for the purpose of fitting students to enter the College of Letters in the University of California.

The following studies shall be suitably arranged for a three years' course:

Latin Grammar; Cæsar, four books; Virgil, six books of the *Æneid*; Cicero, six orations; Greek Grammar; Xenophon's *Anabasis*, three books.

Higher Arithmetic in all its branches, including the extraction of square and cube roots, and the Metric System of Weights and Measures; Algebra, to Quadratic Equations; Geometry, first four books; English Grammar; Geography; Vocal Music and Drawing.

NORMAL SCHOOL CLASS.—SIX MONTHS' COURSE.

Sec. 54. *Fourth Year*.—The course of instruction in this class shall include the principles of teaching, as a science; the proper methods of imparting instruction in the several grades of the Primary or Grammar Schools, and the principles and rules requisite for the discipline and general management of Schools.

Review of Arithmetic, with special reference to principles and methods.

Methods of Language Lessons.

Review of the elements of Vocal Music, with special drill on methods of instruction in Primary Schools.

Mental Philosophy of Teaching, using Russell's *Normal Training*.

Methods of Drawing in Primary Schools.

Practice in the Model School, and visits to the City Schools.

MODEL SCHOOL.

Sec. 55. *Purpose*.—The Model School is established to afford the members of the Normal Class special facilities for learning and practicing methods of instruction and discipline, and it shall be under the supervision of the Committee on High Schools.

Sec. 56. *Classification*.—It shall consist of four or more classes, with the same course of study that is pursued in the corresponding grades of other public schools.

SEC. 57. *Teachers.*—The Principal shall have charge of the school, and shall direct assistants, and supervise pupil teachers from the Normal Class, detailed alphabetically by the Principal of the High School, to observe methods and conduct exercises.

SEC. 58. *Records.*—The Principal shall keep a record of the success of each pupil teacher, which shall form a part of the standard for graduation.

SEC. 59. *Authorized Text Books in the Girls' High School:*

Mathematics.—Davies' Legendre; Ray's Algebra.

Science.—Rolfe and Gillett's Natural Philosophy; Steele's Chemistry; Tenney's Natural History (abridged); Dana's Mineralogy and Geology (abridged); Gray's Botany; Rolfe & Gillett's Astronomy.

Miscellaneous.—Bain's Rhetoric; Bullion's Grammar; Anderson's History; Monroe's Physical and Vocal Training; Hutchinson's Physiology.

German.—Same as in the Cosmopolitan Schools and Boys' High School.

French.—Otto's Grammar; Le Feva's Elementary Reader; Dumas' Life of Napoleon; Spiers and Surenné's Pronouncing Dictionary.

Latin and Greek.—Same as in the Boys' High School.

EVENING SCHOOLS.

SEC. 60. *Purpose.*—The Evening Schools of this city are established to afford the means of an English education to boys and girls who are unable to attend the day schools, and to adults who may wish to avail themselves of the privileges which they afford.

SEC. 61. They shall be free to all persons over thirteen years of age.

SEC. 62. They shall commence on the first day of September, and be continued to the first day of May in each year.

SEC. 63. *Studies.*—The studies pursued in these schools shall be Reading, Spelling, Writing, Arithmetic, Grammar, Archi-

lectual Drawing, Mechanical Drawing, Book-keeping, Algebra and Geometry. Text Books, the same as in the day schools.

SEC. 64. No person whose avocation does not prevent him or her from attending the day school shall be permitted to attend the evening school, except by permission of the Committee on Evening Schools.

SEC. 65. *Sessions.*—The sessions shall be held every evening in the week except Saturday and Sunday, and shall be two hours in length—the time for opening and closing to be determined by the Committee on Evening Schools, according to the season of the year.

SEC. 66. *Principal.*—The Principal shall not be required to teach a class, but shall have the general superintendence of the school.

SEC. 67. *Teachers.*—Teachers are required to be present ten minutes before the time for opening school.

SEC. 68. No graded class shall be continued unless the average daily attendance equals or exceeds thirty, and no ungraded class, unless the average attendance equals or exceeds twenty-five, except by order of the Board.

SEC. 69. *Classification.*—The classes in the Central Evening School shall be graded as nearly as practicable in conformity with the grades in the day schools, and the same Text Books shall be used, unless exceptions are authorized by the Evening School Committee.

SEC. 70. *Rules.*—The general regulations of the Department shall apply to Evening Schools, except as herein provided.

SEC. 71. All persons wishing to join the evening classes in any part of the city shall report in regular session time, from seven to nine o'clock P. M., to the Principal at Lincoln school-house, who shall keep a register of such persons and assign them to classes already formed; or from time to time lay such lists before the Committee on Evening Schools, showing the advisability of opening new classes in any part of the city.

SEC. 72. Whenever the Board orders evening classes to be opened on trial, the teacher assigned to such duty shall be paid

a *pro rata* of the average attendance to the members required to form an ungraded class—provided that no class shall be continued on trial longer than two months, without special order of the Board.

SEC. 73. The Principal shall not assign teachers to classes, except on written request of the Evening School Committee, and order of the Superintendent; and no pay shall be granted prior to the date thereof.

SEC. 74. The Principal of the evening schools shall make his monthly reports to the Committee on Evening Schools, and said Committee shall countersign the same before any warrants are drawn for either teachers' or janitors' salaries.

SEC. 75. The duties of the teachers and janitors of evening classes shall be defined by the Committee on Evening Schools.

TEACHERS OF PUBLIC SCHOOL DEPARTMENT.

BOYS' HIGH SCHOOL.

Theo. Bradley, Principal.	J. M. Sibley, Assistant.
S. S. Howell, Assistant.	A. L. Mann, “
A. T. Winn, “	Daniel Levy, “
H. P. Carlton, “	

GIRLS' HIGH SCHOOL.

E. H. Holmes, Principal.	G. Goepp Assistant.
Mrs. C. R. Beals, Assistant.	Mrs C. L. Atwood, “
Miss S. A. Barr, “	Miss E. A. Cleveland, “
“ F. M. Sherman, “	“ Margaret Wade, “
“ Fidelia Jewett, “	Mrs. H. Hochholzer, “
“ C. L. Hunt, “	D. C. Stone, “
Mrs. M. L. Hoffmann, “	Miss Jessie Smith, “

MODEL SCHOOL.

Mrs. A. E. Du Bois, Principal.	Miss P. Lighte, Assistant.
Miss T. C. Stöhr, Assistant.	“ S. E. Kelly, “
“ S. H. Earle, “	“ A. L. Gray, “
“ J. L. Tennent, “	“ Dora Leppien, “
“ Lena Devine, “	“ M. E. Callaghan, “
“ O. Desneufbourgh, French.	

LINCOLN GRAMMAR SCHOOL.

J. K. Wilson, Principal.	W. A. Robertson, Vice Principal.
C. H. Ham, Vice Principal.	Mrs. M. J. Sankey, Head Ass't.
Miss J. A. Forbes, Assistant.	“ E. F. Pearson, Assistant.
“ S. A. Field, “	“ L. M. F. Wanzer, “
“ M. Haswell, “	“ C. A. Anderson, “
“ N. A. Littlefield, “	Miss A. S. Jewett, “
Mrs. M. A. Colby, “	“ S. A. Rightmire, “
Miss B. Roper, “	“ M. E. Savage, “
“ L. F. Pettis, “	“ N. R. Stevens, “
C. Denervaud, “	Mrs. A. B. Anderson, “
	Miss M. I. Brumley, “

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

A. Herbst, Principal.	Mrs. M. W. Kincaid, H'd Ass't.
Albert Lyser, Vice Principal.	Miss N. M. Owens, Assistant.
Dr. J. Wideman, “	“ Grace Smith, “
Miss L. Le B. Gunn, Assistant.	“ S. Johnson, “
“ K. F. McColgan, “	“ R. Jacobs, “
Mrs. M. Prag, “	“ Hannah Phillips, “
Miss N. O'Loughlen, “	L. Michaelsen, German.
Mrs. C. Lanfranchi, French.	H. B. Jones, French & German.

DENMAN GRAMMAR SCHOOL.

James Denman, Principal.	Mrs. E. M. Baumgardner, V. P.
Miss M. J. Little, Head Ass't.	Miss Nettie Doud, Assistant.
“ S. P. Lillie, Assistant.	Mrs. E. P. Bradley, “
“ Ada Weston, “	“ S. B. Daniels, “
“ A. T. Flint, “	“ L. A. K. Clappe, “
“ K. B. Childs, “	“ S. B. Gates, “
“ Lottie McKean, “	“ M. J. Cline, “
“ F. Stewart, “	Miss H. Cobb, French.

RINCON GRAMMAR SCHOOL.

E. Knowlton, Principal.	Miss H. Thompson, V. P.
Miss A. M. Dore, Assistant.	" A. C. Robertson, Assistant.
" M. E. Stowell, "	" C. T. Bucknam, "
" S. Anna Deacon, "	" S. Avery, "
" K. M. Fuller, "	" E. W. Healey, "
" N. M. Kelsey, "	Mrs. H. A. St. John, "
Jules Simon, French.	

HAYES VALLEY GRAMMAR SCHOOL.

E. D. Humphrey, Principal.	Mrs. F. E. Reynolds, H'd Ass't.
Geo. Robertson, Vice Principal.	Geo. Brown, Vice Principal.
Miss E. McNeil, Assistant.	Miss Belle Rankin, Assistant.
" M. E. Lipman, "	" E. F. Wilson, "
" K. McFadden, "	Mrs. E. H. B. Varney, "
" Kate O'Brien, "	Miss L. A. Winn, "
" M. M. Rowe, "	" A. Sherk, "
" A. M. Huntley, "	" M. I. McNicoll, "
" Mary Varney, "	W. Zimmermann, German.
George Carre, French.	

VALENCIA STREET GRAMMAR SCHOOL.

S. A. White, Principal.	Miss L. T. Fowler, Head Ass't.
L. W. Reed, Vice Principal.	" H. M. Fairchild, Assistant.
Miss A. A. Rowe, Assistant.	" M. T. Little, "
" C. A. Harper, "	" K. R. O'Leary, "
" C. R. Carrau, "	" M. J. Gallagher, "
" M. E. Bennett, "	" N. A. Savage, "
" L. B. Braman, "	" M. I. Connell, "
Mrs. D. Clark, "	" M. Ames "
" E. C. Marcus, "	Jacques London, German.
A. Solomon, German.	Miss C. Cohen, Assistant.

NORTH COSMOPOLITAN GRAMMAR SCHOOL.

Miss Kate Kennedy, Principal.	Miss M. Humphreys, H'd Ass't.
" R. Levinson, Vice Princ'l.	" A. Campbell, Assistant.
" E. A. Griffith, Assistant.	" M. Bannan, "
" L. Humphreys, "	" H. Mullens, "
Mrs. B. F. Moore, "	" A. Coolidge, "
Miss N. M. Storrs, "	M'de B. Chapuis, French.
" C. Wiéhe, German.	

SPRING VALLEY GRAMMAR SCHOOL.

W. J. G. Williams, Principal.	Miss J. B. Short, Head Ass't.
Jos. O'Connor, Vice Principal.	" A. E. Stevens, Assistant.
Miss A. P. Fink, Assistant.	" E. A. Bonnard, "
" Mary Murphy, "	" A. C. Gregg, "
" T. J. Carter, "	" A. Harrington, "
" G. E. Morton, "	" C. Carter, "
H. S. Jaffa, French.	I. Leszynsky, German.

BROADWAY GRAMMAR SCHOOL.

C. F. True, Principal.	Mrs. M. J. Carusi, Vice Princ'l.
Mrs. A. H. Hamill, Assistant.	Miss M. A. Ward, Assistant.
Miss B. Bloch, "	" A. E. Aiken, "
" C. A. Adams, "	" F. L. Soule, "
" L. P. Watson, "	" L. McEwen, "
" A. Kingsbury, "	" M. A. Hale, French.

UNION GRAMMAR SCHOOL.

Philip Prior, Principal.	Miss N. S. Baldwin, H'd Ass't.
Wm. White, Vice Principal.	" Clara Wheaton, Assistant.
Miss Maggie Watson, Assistant.	" Katie Fitzsimmons, "
" F. Spannhacke, "	" E. G. Grant, "
" Sarah Sharkey, "	" Josephine Miller, "

WASHINGTON GRAMMAR SCHOOL.

L. D. Allen, Principal.	W. W. Holder, Vice Principal.
Miss D. S. Prescott, Assistant.	Miss Jean Parker, Head Ass't.
" C. Barlow, "	" Ella A. Lamb, Assistant.
Mrs. C. M. Murphy, "	" M. Levin, "
" A. E. Wright, "	" Fannie Hare, "
Miss T. Hermann, "	Leon Sirieix, French.

EIGHTH STREET GRAMMAR SCHOOL.

John A. Moore, Principal.	Miss A. C. Ciprico, Head Ass't.
A. J. Itsell, Vice Principal.	" L. E. Ryder, Assistant.
Miss J. A. Hutton, Assistant.	" L. M. Knowlton, "
" M. A. Hassett, "	" K. E. Hurley, "
" J. E. Dowling, "	" M. J. O'Brien, "
" Ellen Donovan, "	" M. E. Barry, "
" M. Harrigan, "	" J. L. Gibbs, "
Mrs. M. A. Phelan, "	" E. F. Brown, "
Miss R. P. Paul, "	

SOUTH SAN FRANCISCO SCHOOL.

W. J. Gorman, Principal.	Miss M. E. King, Assistant.
Miss N. L. Fulton, Assistant.	" M. A. Mathews, "
" Laura Horn, "	Mrs. S. L. McCarthy, "
" J. B. Gorman, "	

POTRERO SCHOOL.

Miss S. L. Brown, Principal.	Miss A. M. Hayburn, Assistant.
" M. A. Fay, Assistant.	" K. M. G. Kelly, "
" A. M. O'Brien, "	

TEHAMA PRIMARY SCHOOL.

Mrs. E. A. Wood, Principal.	Mrs. S. N. Joseph, Assistant.
Miss M. L. Soule, Assistant.	Miss H. G. Soule, "
" M. F. Smith, "	" F. T. Clapp, "
" F. A. E. Nichols, "	" H. A. Grant, "
" K. E. Gorman, "	" E. White, "
" K. Johnson, "	" A. S. Ross, "
" E. Gallagher, "	" S. A. Mowry, "
" A. McDermott, "	" E. Conroy, "
" M. de Riemer, French.	" P. Raphael, German.
" Etta Harris, Assistant.	

SOUTH COSMOPOLITAN PRIMARY SCHOOL.

Miss M. A. Castelhun, Principal.	Miss M. H. Condon, Assistant.
" Lucy McNear, Assistant.	" Annie I. Gunn, "
" E. P. Simmons, "	Mrs. R. T. Carter, "
" Irene Lamb, "	Miss A. E. Rogers, "
" Lizzie Wells, "	" N. M. Boardman, "
Mrs. E. E. Hoyt, "	" Elise Schander, "
Miss M. E. Roberts, "	" B. Bunner, "
" M. E. Kaplan, "	" M. A. Lloyd, "
" L. Rittmeyer, German.	Robert Kuehnert, German.
" Sophie Dorsch, "	Miss F. Solomon, "
" Laura Heineberg, Assis't.	

LINCOLN PRIMARY SCHOOL.

Miss Kate Sullivan, Principal.	Miss M. L. Jordan, Assistant.
Mrs. M. Steele . . . Assistant.	" A. E. Hucks, "

LINCOLN PRIMARY SCHOOL—Continued.

Miss F. Stuart,	"	"	V. M. Whigham,	"
" Josephine Lande,	"	"	P. Langstadter,	"
" Christine Hart,	"	"	G. Garrison,	"
" M. Salisbury,	"	"	Mrs. L. T. Hopkins,	"
" Mary Collins,	"	"	Mad. E. Giffard, French.	

MARKET STREET PRIMARY SCHOOL.

Miss A. M. Manning, Principal.	Miss M. A. Roper, Assistant.
“ J. Gilman, Assistant.	“ C. A. Ogilvie, “
“ A. R. Eastman, “	“ S. E. Skidmore, “
“ B. A. Kelly, “	“ B. Molloy, “
“ E. M. Hodges, “	“ S. B. Cooke, “
“ B. Bornstein, “	“ D. Hyman, “
“ L. O’Callaghan, “	“ A. L. Gunn, French.
Mrs. K. McLaughlen, “	Mrs. M. Kingman, Assistant.
Miss Eva Anderson, “	Miss A. L. Hunt, “

FOURTH STREET PRIMARY SCHOOL.

Mrs. L. A. Morgan, Principal.	Miss J. B. Brown, Assistant.
“ R. F. Ingraham, Assistant.	“ E. Goldsmith, “
Miss E. E. Stincen, “	“ M. J. Henderson, “
“ B. Wheaton, “	“ Annie Gunn, “
“ Anna Gibbons, “	“ A. E. Benson, “
“ E. Hawley, “	“ A. F. Sprague, “
Mrs. R. S. Miles, “	

PINE AND LARKIN STREET PRIMARY SCHOOL.

Miss Hannah Cooke, Principal.	Miss K. Bonnell, Assistant.
“ M. Corkery, Assistant.	“ A. Sawyer, “
“ A. B. Chalmers, “	“ V. E. Bradbury, “
“ M. Donnelly, “	“ M. F. Metcalf, “
Mrs. M. Owens, “	“ M. A. Oglesby, “
Miss F. M. Benjamin, “	“ H. K. Fonda, “
“ Kate Casey, French.	“ L. Templeton, “

BUSH STREET COSMOPOLITAN PRIMARY SCHOOL.

Mrs. M. E. D'Arcy Chase, Princ.	Miss H. Perkins, Assistant.
Miss I. Whitney, Assistant.	" I. Strauss, "

BUSH STREET COSMOPOLITAN PRIMARY SCHOOL—Continued.

“ A. M. D’Arcy, “	“ M. Evans, “
Mrs. E. Moulton, “	“ C. B. Earle, “
Miss J. Forsythe, “	“ B. Raphael, “
“ E. La Grange, “	Mrs. A. Brandt, German.
“ S. Bruck, German.	Miss R. Abrahamshon, “

TAYLOR STREET COSMOPOLITAN PRIMARY SCHOOL,

Miss C. P. Field, Principal.	Mrs. L. K. Burke, Assistant.
“ M. Dillon, Assistant.	Miss H. E. Whirlow, “
Mrs. S. Saunders, “	“ V. Coulan, French.
Miss A. Putnam, “	“ F. Peek, Assistant.
Mrs. M. Thomas, French.	“ E. Hochheimer, “
Miss H. Summerfield, Assistant.	M’dé A. Goustiaux, French.

GREENWICH STREET COSMOPOLITAN PRIMARY SCHOOL.

Mrs. A. S. Trask, Principal.	Miss N. E. Hoy, Assistant.
Miss C. Campbell, Assistant.	“ J. C. Evans, “
“ Miss F. L. Stark, “	Mrs. F. Stewart, “
“ B. Kirby, “	“ C. V. Campbell, “
Mrs. C. B. Smythe, “	Miss B. I. Werlin, German.
Miss Josephine Sier, French.	Mrs. E. Moesner, “

SILVER STREET PRIMARY SCHOOL.

Miss Jennie Smith, Principal.	Miss M. Gallagher, Assistant.
“ J. A. Doran, Assistant.	“ I. E. Dickens, “
“ E. R. Dolliver, “	Mrs. T. M. Sullivan, “
“ Pauline Hart, “	Miss Maria Ray, “
“ I. Glennon, “	“ M. F. Byrnes, “
“ R. G. Campbell, “	“ E. Chase, “
“ E. Pearce, “	“ A. F. Smythe, French.
“ M. Sleeper “	

MISSION PRIMARY SCHOOL.

Miss M. J. Bragg, Principal.	Miss J. E. Greer, Assistant.
“ M. E. O’Connor, Assistant.	“ M. L. Lacey “
Mrs. M. L. Lawton, “	“ N. Robinett, “
Miss L. Teller, “	“ M. L. Greer, “
“ M. J. Gallagher, “	“ L. Hunter, “
“ M. Sprott, “	Mrs. J. A. Reichert, “
“ G. Gallagher, “	“ E. M. Ludlum, “

POWELL STREET PRIMARY.

Mrs. C. J. Gummer, Principal. Miss S. E. Thurton, Assistant.
 Miss L. W. Burwell, Assistant. " M. C. Robertson, "
 Mrs. H. Shipley, " Mrs. E. S. Forester, "
 Miss M. Solomon, " Miss S. F. Featherly, "

BROADWAY PRIMARY SCHOOL.

Mrs. L. G. Deetken, Principal. Miss Julia Heney, Assistant.
 Miss J. Johnston, Assistant. " S. E. Miller, "
 " E. L. McElroy, " " M. A. Thomas, "
 " M. E. Doran, " " F. V. Savage, "
 " N. M. Ryan, " " L. Randolph, "

UNION PRIMARY SCHOOL.

Mrs. A. Griffith, Principal. Miss K. Green, Assistant.
 Miss L. Solomon, Assistant. " A. Stincen, "
 " H. Featherly, " " A. Cherry, "
 " M. Baldwin, " " M. Griffin, "
 " L. Burke, " Mrs. C. D'Halluin, French.

HAYES VALLEY PRIMARY SCHOOL.

Miss P. M. Stowell, Principal. Miss M. A. Weeks, Assistant.
 Mrs. M. Dwyer, Assistant. " F. A. Stowell, "
 Miss M. J. Canham, " " L. E. Brotherton, "
 " S. J. Boyle, " Mrs. S. Neil, "
 " G. N. Taylor, " Miss K. M. Donovan, "
 Mrs. A. Berg, French.

SHOTWELL STREET PRIMARY SCHOOL.

Miss A. A. Hill, Principal. Miss Julia O'Brien, Assistant.
 Mrs. E. M. Carlisle, Assistant. " Emma Welton, "
 Miss F. Ham, " " H. L. Wooll, "
 Mrs. E. S. Code, " Mrs. M. E. Caldwell, "
 Miss D. Cronan, " Miss E. F. Bowse, "
 Mrs. M. T. Walsh, " " R. Birdsall, "
 Thomas Biggs, " Mrs. F. M. Banning, "

EIGHTH STREET PRIMARY SCHOOL.

Miss A. E. Slavan, Principal. Miss M. E. Moroney, Assistant.
 " M. E. Cummings, Assis't. Mrs. J. H. Nevins, "

EIGHTH STREET PRIMARY SCHOOL—Continued.

“ E. F. Tibbey,	“ Miss J. N. Bell,	“
“ M. L. Hart,	“ “ M. Wentworth,	“
“ C. E. Ciprico,	“ “ M. A. Ahern,	“
Mrs. M. A. Lowe,	“ “ M. H. Slavan,	“
Miss Clara Johnson,	“	

TYLER STREET COSMOPOLITAN PRIMARY SCHOOL.

Mrs. E. B. Jones, Principal.	Miss C. A. Menges, Assistant.
Miss C. L. Pinkham, Assistant.	“ H. Fittig, German.
“ F. Wiehe, German.	“ E. M. Dames, Assistant.
“ E. Blethen, Assistant.	“ K. Simmons, “
“ F. M. Eckley, “	

TYLER STREET PRIMARY SCHOOL.

Miss E. Cushing, Principal.	Miss A. E. Dowling, Assistant.
“ C. Hatman, Assistant.	“ C. Schmidt, German.
“ E. A. Shaw, “	

SPRING VALLEY PRIMARY SCHOOL.

Miss J. M. A. Hurley, Principal.	Miss I. M. Kervan, Assistant.
“ M. E. Carson, Assistant.	“ K. Shepherd, “
“ R. H. O'Brien, “	

GEARY STREET COSMOPOLITAN PRIMARY SCHOOL.

Mrs. E. Foster, Principal.	Miss J. Sichel, Assistant.
Mrs. M. E. Moore, Assistant.	“ M. Bonnard, “
Miss A. Deetken, German.	

FAIRMOUNT SCHOOL.

J. W. Anderson, Principal.	Miss M. H. Smith, Assistant.
Miss A. B. Hinton, Assistant.	

PINE STREET PRIMARY SCHOOL.

Miss M. J. Hall, Principal.	Miss S. J. Wythe, Assistant.
“ C. G. Dolliver, Assistant.	

SAN BRUNO SCHOOL.

Mrs. M. Deane, Principal.	Miss E. V. Graham, Assistant.
Miss A. E. Pendergast, Assis't.	“ M. Deane, “
“ L. Fennell, “	

WEST END SCHOOL.

W. W. Stone, Principal. Miss N. G. Sullivan, Assistant.

LAGUNA HONDA SCHOOL.

Miss J. E. Stanford, Principal. Miss E. L. Cornell, Assistant.

OCEAN HOUSE SCHOOL.

James Dwyer, Principal.

POINT LOBOS SCHOOL.

Wellington Gordon, Principal.

VALLEJO STREET COLORED SCHOOL.

Mrs. G. Washburn, Principal. Miss M. L. Davidson, Assistant.

FIFTH STREET COLORED SCHOOL.

Miss Irene Doyle, Principal.

REFORM SCHOOL.

W. N. McNamara, Teacher. H. C. Kinne, Teacher.

DRAWING TEACHERS.

H. Burgess.	Miss E. B. Barnes.
P. A. Garin.	H. Hochholzer.
Mrs. M. P. Benton.	

MUSIC TEACHERS.

W. Elliott.	Miss L. C. Williams.
T. Crossett.	W. D. Murphy.

EVENING NORMAL SCHOOL.

John Swett, Principal.	Theo. Bradley, Assistant.
Mrs. M. W. Kincaid, Assistant.	Jos. Leggett, “

EXAMINING TEACHER.

Joseph Leggett.

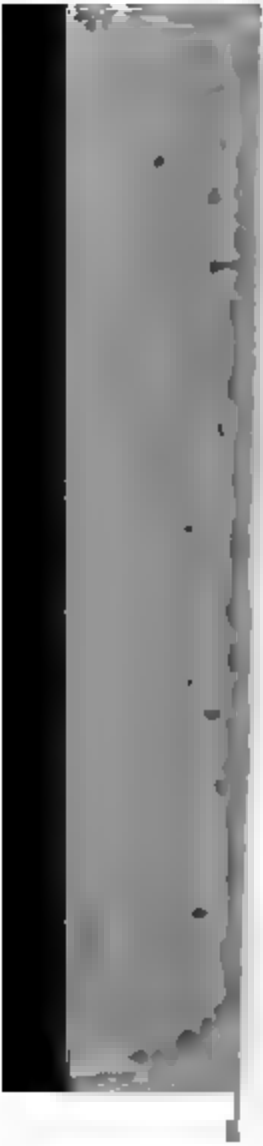
TEACHER OF PHONOGRAPHY.

B. C. Brown.

NAMES AND LOCATIONS OF SCHOOLS.

Boys' High School, east side Powell street, near Clay.
 Girls' High School, north side Bush street, near Hyde.
 Denman Grammar, northwest corner Bush and Taylor streets.
 Lincoln Grammar, east side Fifth street, near Market.
 Rincon Grammar, Vassar Place, between Second and Third streets.
 Washington Grammar, southwest corner Mason and Washington streets.
 Union Grammar, north side Union street, near Kearny.
 Broadway Grammar, north side Broadway, near Powell.
 Spring Valley Grammar, south side Broadway, near Polk.
 Hayes Valley Grammar, north side McAllister street, near Franklin.
 South Cosmopolitan Grammar, south side Bush street, near Stockton.
 North Cosmopolitan Grammar, north side Filbert street, near Taylor.
 Valencia Street Grammar, east side Valencia street, near Twenty-second.
 Eighth Street Grammar, east side Eighth street, near Harrison.
 South San Francisco, Fourteenth avenue, near L street.
 Potrero, corner Kentucky and Napa streets.
 Bush Street Primary, southeast corner Bush and Stockton streets.
 Lincoln Primary, southeast corner Market and Fifth streets.
 Taylor Street Primary, northeast corner Taylor and Post streets.
 South Cosmopolitan Primary, north side Post street, near Stockton.
 Model, Bush street, near Hyde.
 Mission Primary, west side Mission street, near Sixteenth.
 Market Street Primary, south side Market street, near Fifth.
 Tehama Primary, south side Tehama street, near First.
 Broadway Primary, north side Broadway, near Sansome.
 Geary Street Primary, south side Geary street, near Stockton.
 Spring Valley Primary, south side Union street, near Franklin.
 Fourth Street Primary, northwest corner Fourth and Clara streets.
 Silver Street Primary, north side Silver street, near Third.
 Pine and Larkin Street Primary, south side Pine street, near Larkin.
 Tyler and Jones Street Primary, north side Tyler street, near Jones.
 Greenwich Street Primary, south side Greenwich street, near Jones.
 Hayes Valley Primary, north side Grove street, near Larkin.
 Union Primary, northwest corner Kearny and Filbert.
 Shotwell Street Primary, east side Shotwell street, near Twenty-second.
 Pine Street Primary, south side Pine street, near Devisadero.
 Eighth Street Primary, east side Eighth street, near Harrison.
 Powell Street Primary, west side Powell street, near Jackson.
 Tyler Street Primary, north side Tyler street, near Scott.
 San Bruno, Nebraska street, near Yolo.
 West End, San Jose Road, near Six Mile House.
 Fairmount, east side Chenery street, near Randall.
 Laguna Honda, Eighth Avenue, near K Avenue.
 Point Lobos, Nineteenth Avenue, near Point Lobos Avenue.
 Ocean House, San Miguel Road, near Ocean House Road.
 Vallejo Street Colored, northeast corner Vallejo and Taylor streets.
 Fifth Street Colored, east side Fifth street, near Clara.
 Reform, east side Fifth street, near Market.

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